THE ROLE OF KNOWLEDGE MANAGEMENT IN ENHANCING SERVICE DELIVERY: A CASE STUDY OF MOI UNIVERISTY MAIN CAMPUS IN ELDORET, KENYA

BY

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DECLARATION

Declaration by the Candidate

This thesis is my original work and has not been presented for a degree in any other University. No part of this thesis may be produced without the permission of the author and/or Moi University.

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DEDICATION

I dedicate this work to Christ Jesus who enables me to do all things through His power that works in me and to my family.May the Lord bless you abundantly

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ABSTRACT

The application of knowledge management principles is the lifeblood of any organization. Such principles provide for generation of a repertoire of knowledge unique to the organization. The sharing of this knowledge offers the best solutions to the challenges affecting the organization. Moi University faces stiff competition for students and quality service delivery from other Universities. Like all other universities in Kenya, the Moi University must meet the demand for better services from its clients, meet set deadlines for its scheduled activities such as graduation ceremonies, overcome internal technical problems such as misplacement of students' marks, and meet the conditions set by regulatory bodies such as the Commission for University Education (CUE). The aim of this study was to investigate how Moi University applies knowledge management practices within its business processes in order to enhance service delivery with a view to proposing suitable mechanisms for the improvement of knowledge management practices at the University. The objectives of the study were to: establish the available knowledge and how it was managed at the Moi University; ascertain the extent to which the application of Knowledge Management practices in the University enhance service delivery; examine the policies formulated by the University to manage knowledge; determine whether or not Moi University used the appropriate ICTs in managing knowledge; establish the challenges Moi University faced in managing knowledge and recommend suitable mechanisms for managing knowledge in order to enhance service delivery at the Moi university. The study, which was based on SECI (1995) knowledge management model and Continuous Service Delivery Model (2003), adopted qualitative methods and case study research design. Purposive sampling and census methods were used in the study. The study's target population comprised fifty-one members of staff, drawn from nineteen administrative departments of the Moi University. Thirty-one respondents were available for interviews. Data was collected with the aid of structured interview schedules. The collected data was organized based on various thematic areas and analysed qualitatively. From the research findings it emerged that both tacit and explicit knowledge existed at the Moi University. It was also found that the application of knowledge enhanced service delivery and that there were no organizational policies for KM. The study further established that the ICT application at the University was not appropriate.There were reported incidences of loss of tacit knowledge due to inadequate management strategies, staff turnover/loss of documents, and underutilization of explicit knowledge. Teaching, research and community based services were identified as key aspects of the University's in service provision. The study recommended for tapping of tacit knowledge, enhancing of utilization of explicit knowledge, formulation of KM policies, improvement of KM and the ICT infrastructure, introduction of staff rewards for KM support and organizational culture change by creating KM awareness. Mechanisms for tapping tacit knowledge and recommendation for further studies have also been made.

The study underpins the power of knowledge in transforming the organization once its business functions are intergrated in the knowledge management program.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER ONE
INTRODUCTION

1.1 Introduction

This chapter presents the background to the study, statement of the problem, aim and objectives of the study, research questions, assumptions of the study, significance, scope, and the limitations of the study.

1.2 Background to the Study

Knowledge management (KM) is a systematic process that involves collecting, organizing, disseminating, collecting, clarifying and reusing information and knowledge throughout an organization. KM deals with explicit and tacit knowledge and possesses maturity attribute, dynamic attribute and self-growth attribute. For it to succeed, KM requires a trust-based organizational culture that supports organizational learning and fits in the trust and open cultural environment.

Polanyi (1962) defines tacit knowledge as the ability, expertise and conceptual thinking. He further argues that tacit knowledge is not only attributed to what is known but also to the knower. Sometimes the knower's knowledge level is soaring but he/she cannot explain it in an efficient way. At other times, the knower does not have adequate sources to disseminate his knowledge to those who actually need it. Tacit knowledge is very difficult to acquire because it is embedded in the form of capabilities, skills and ideas which individuals carry in their minds. Tacit knowledge can only be evidenced in application. This explains why tacit knowledge is difficult to capture, exploit and diffuse among the organizational members.

1.2.1 Explicit Knowledge

Polanyi (1962) observes that explicit knowledge can be disseminated and shared in the form of hard data, well defined procedures and standardized principles. Nonaka and Takeuchi (1995) define explicit knowledge as "knowledge of rationality". This type of knowledge is easy to capture, manage, share and disseminate to the people. Meso and Smith (2000) posit that knowledge management focuses on the collection and dissemination of knowledge to the benefit of an organization and its employees. The Organization of Economic Cooperation and Development (OECD) (2003) defines knowledge management as abroad range of organizational practices related to generating, capturing and disseminating know-how, and promoting an organization's knowledge sharing with the outside world. Bhatt (2001) perceives knowledge management as a process of knowledge creation, validation, presentation, distribution and application. Jain and Nfila (2006) see knowledge management as a purposeful management process to capture, exploit, share and apply both implicit and explicit knowledge for the benefit of employees.

1.2.3 Service Delivery

Service encounter is defined as all activities involved in the service delivery process that seek to satisfy the needs of the user in an organization or a community. It refers to the act of assistance or benefits given to a person or organization, or a process of meeting the needsof customers, that is, the feeling that a product or service has met the customers' expectation (Scott, 2002). Customer satisfaction is an important facet for service organizations and is specifically related to service quality. Such development is highly

related to the intensity of today's business environment (Preko, Agbanu & Feglo, 2014). No organization can do without a good number of customers (Nejati *et al*., 2009).

Institutions of higher learning must, therefore, pay close attention to the students who are their main customers. They must strive to provide quality services for students. Kasper *et al*. (1999) define service quality as "the extent to which the service, the service process and the service organization can satisfy the expectations of the user." Gronroos (1978) suggests that service quality is made of two components, namely technical quality and functionality quality. Technical quality refers to what the service provider delivers during the service provision while functional quality is how the service employee provides the service. Parasuraman *et al*. (1988) define service quality as "a function of the difference between service expected and the customers' perceptions of the actual service."

Audrey (2003) notes that customers measure service quality by evaluating five dimensions of service delivery. These dimensions are: tangibility, reliability, responsiveness, assurance and empathy.

Empathy is the quality of caring, individualized attention that the service provider avails to the customer.

Assurance refers to the knowledge and courtesy of the organization's employees and the ability to inspire trust and confidence in the customer towards the service provider.

Reliability is the ability to of the service provider to dependably and accurately perform/provide the service promised.

Responsiveness is the willingness of the organization's staff to help customers and provide them with prompt service.

Tangibility includes the quality of service providers' physical facilities, their equipment and appearance of the employees.

According to Gutek *et al*. (1999), service relationship is established when customers have repeated contacts with the same service provider. Where service relationships have been established service providers relate to their customers at a personal level and always look forward to seeing them again. Gutek *et al.* (2002) identify distinctive characteristics of service relationships, namely: reciprocal identification, expected future interactions and a history of shared relationship between customers and service providers (Gutek *et al*., 2002). Over time, customers and service providers get to know one another and develop a history of shared interaction on which they rely to complete a transaction (Gutek *et al*., 1999).

Service organizations that have recognized this important component of customer relationships have installed knowledge management processes to manage interaction. Sigala (2005) argues that a proper information and communication technology system that is well integrated with knowledge management and management principle can maximize benefits.

Moi University, in its quest to satisfy customers, has developed guidelines for customer service. The Moi University Service Charter (2011) outlines what services the University offers, its roles in service delivery, the responsibility/requirements of the user, how the services are to be provided and within what parameters. Further, the University has developed processes and procedures for service delivery as stipulated in ISO 9001:2008.

The University has continually stayed on a path of improvement and has put in place trained internal auditors who audit the systems on a quarterly basis.External auditors also evaluate the University's procedures and systems on an annual basis.

The Commission for University Education (CUE) is a regulatory body that oversees the university education in Kenya. It is responsible for ensuring that the facilities and the curriculum meet the required international standards. With expansion of education in Kenya, the Commission has had to put in place more stringent measures to ensure that new universities meet quality standards. Other professional bodies that regulate the quality of products include the Teachers' Service Commission (TSC), the Kenya Engineering Board for Engineers (KEBE), the Kenya Dentists' Board (KDB), among others.

1.3 Background Information of Moi University

1.3.1 Introduction

Moi University is located in Eldoret, 310 kilometres northwest of Nairobi, the capital city of Kenya. It was established as the second Public University in Kenya by an Act of parliament (the Moi University Act of 1984). The first cohort of 83 students was admitted to the University in 1984 through a transfer from the Department of Forestry, University of Nairobi. Since then, the University has experienced phenomenal growth from its initial single faculty in 1984, to a total of thirteen (13) schools, four (4) directorates and two (2) institutes in 2012.

According to information posted at the University's official website accessed at the time of this study, the total student population enrolled in various disciplinesin Moi University stood at 31,723, distributed as follows: diploma (1029); government sponsored (GSSP)(14,545); privately sponsored (PSSP) (14,306);MPhil (1,577) and DPhil (266). The University currently operates four (4) campuses, namely: the Main Campus, Town Campus, Eldoret West Campus and Odera Akang'o Campus. The Eldoret Town Campus hosts the College of Health Sciences (Medical Complex), School of Aerospace Sciences (Rivatex) and School of Law (Annex) while the Eldoret West Campus is hosts majority of the University's privately sponsored students programs. Moi University has two constituent colleges, namely Garissa and Rongo and five other satellite campuses.

1.3.2 Quality Policy

Moi University is committed to providing quality education and services that meet the needs of its customers and stakeholders through quality and relevant teaching, research and community service and outreach. The University is committed to quality work and learning environment that is grounded in intellectual and academic freedom, teamwork, quest for excellence, professionalism, discipline and continuous improvement of its products (programs/activities) and services so as to achieve client/customer satisfaction. To be able to realize this commitment, the University will continually review its products (programs/activities) and services to conform to the quality management systems based on the ISO 9001-2008 standards.

1.3.3 Students and Staff

Currently, students in Moi Universityare registered in 297 programmes consisting of 90 for undergraduate, 134 masters, 61 doctorate and 12 postgraduate diploma programmes. The total number of students in the entire University is estimated at 42,000 by 2014/15, academic year. Taking into account the current annual student growth rate of approximately 16% per year cumulatively in all categories of government sponsored, privately sponsored and student population growth at the satellite campuses, the figure could still go higher with the inception of the open and distance learning programmes.The University also has a total of over 3,662 staff members.Of these, 934 are academic staff (Moi University HR Records, 2013).

1.3.4 Infrastructure

The University has modern teaching facilities that support academic programs: Margaret Thatcher library, the Moi teaching and referral hospital, water resources engineering laboratory and a textile engineering laboratory.

1.3.5 University Services

- Teaching
- Research
- Consultancy
- Extension and outreach
- Community service
- Administrative and support services

1.3.6 Structure and Governance

The current governance structure of the Moi University is as shown in the figure below.

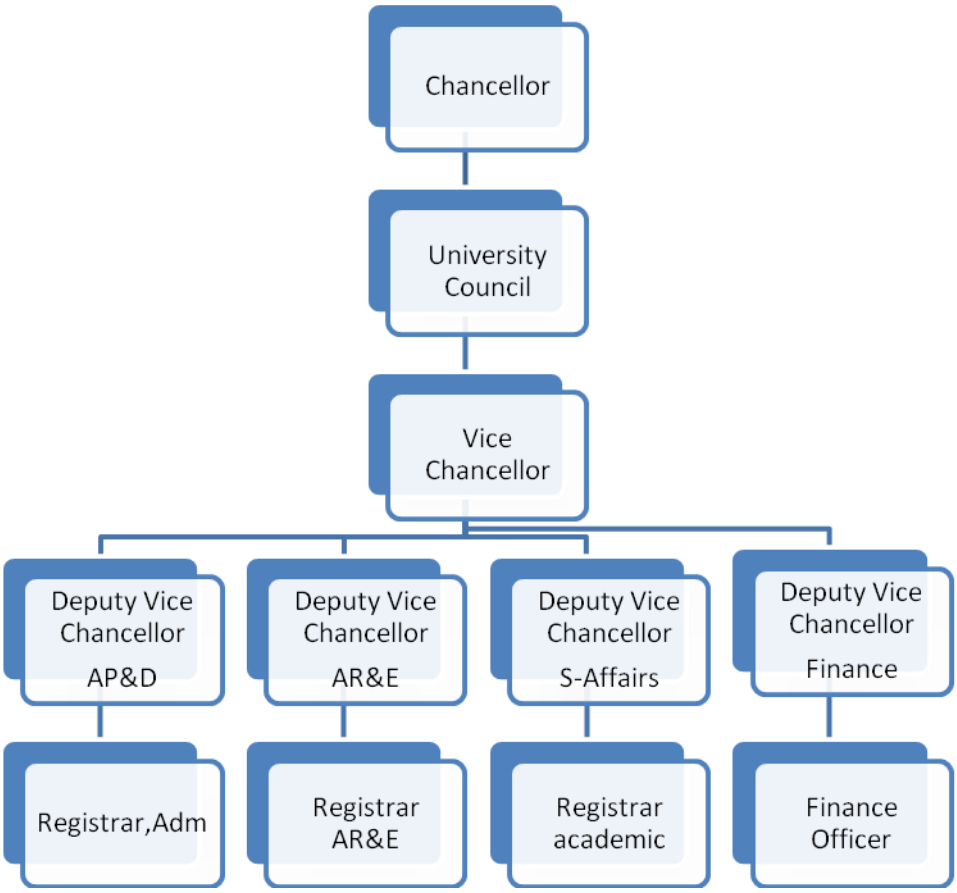

Figure 1.1: Moi University Administrative and Governance Structure (2014)

Source: Moi University Strategic plan (2014)

1.3.7 Core principles of Service delivery

The Moi University is committed through the Service Charter (2011) to the following principles:

- Establish clear and explicit standards of service delivery that the Kenyan and other publics expect of a University
- Provide its clients with adequate information about the University's programmes,activities and services in a timely and transparent manner

- Communicate clearly and effectively
- Deal with clients with courtesy,respect and dignity and selflessness
- Cherish transparency and accountability in the provision and delivery of services
- Promote meritocracy, fairness and justice at all times
- Apply prudent use of resources so as to get value for money
- Encourage the practice of dynamic and innovative approaches so as to realize continuous improvement and to strive to eliminate errors,slowness and deficiency in service delivery
- Continuously monitor and evaluate provision and delivery of its assets

1.3.8 Vision, Mission and Values

Vision

The vision of Moi University is to be the University of choice in nurturing innovation, talents in science, technology and development.

Mission

The mission of Moi University is to preserve, create and disseminate knowledge, conserve and develop scientific, technological and cultural heritage through quality teaching and research; to create conducive work and learning environment, and to work with stakeholders for the betterment of society.

Core Values

The Moi University upholds the following core values:

- Promotion and defence of intellectual and academic freedom, scholarly and relentless search for truth.
- Fostering teamwork, innovation, networking, tolerance and a culture of peace.
- Embracing excellence, transparency and accountability.
- Practicing professionalism, meritocracy, equality, integrity and social justice.
- Maintaining self-respect, discipline, responsibility, institutional loyalty, national patriotism and international competitiveness.
- Continual improvement of services in order to remain competitive and relevant.

1.4 Knowledge Management Practices at Moi University

Moi University is a large and geographically distributed organization where teaching and learning takes place in several satellite Campuses, namely Nairobi, Coast, Nakuru, Kitale Odera Akango, Kericho and Eldoret town campuses.The University believes in sharing knowledge for continual improvement of services in order to remain competitive and relevant.Kimile (2002) states that knowledge management practices exist at the Moi University and implementing these practices will have an impact on the University. The institution is ISO 9001:2008 Certified, which underpins provision of quality services to all the stakeholders.

1.5 Statement of the Problem

Universities, just like other non-profit organizations, face numerous challenges in the changing global economy. Hayes (2004) observes that for universities to be competitive

in the knowledge economy and create better opportunities for research, innovation and learning, they must effectively manage their knowledge assets.

Moi University faces various challenges in delivering quality services to its clients. This is especially due to the exponential growth in students' population without corresponding increase in staff and facilities. Other factors putting pressure on the University include competition from other universities, satellite campuses located in Eldoret town and external pressures from regulatory bodies such as the Commission for University Education (CUE), International Standard Organization (ISO), Council for Legal Education, among other regulatory bodies within and outside Kenya. Furthermore, changes in the teaching and learning processes in Moi University have necessitated the need to improve and increase communication between the staff and students through the use of ICTs in order to improve service delivery.

Staff turnover is also high at Moi University as a result of retirement, brain drain and natural attrition. The University has satellite campuses in Nakuru, Kitale Nairobi, Kericho, Odera Akango and Rongo University College. The opening of these campuses has not been accompanied by an equivalent increase in human resources, especially the teaching staff. Therefore, the same number of staff continues to offer services across a wide spectrum of widely distributed campuses thus overloading and overstretching their abilities.

1.6 Aim and the objectives of the Study

1.6.1 Aim of the study

The aim of the study was to investigate how Moi University applied knowledge management practices within its business processes in service delivery with a view to propose suitable mechanisms for the improvement of knowledge management practices in the University.

1.6.2 Objectives

The specific objectives of the study were:

i. To establish the knowledge collected and used at the Moi University
ii. To ascertain the extent to which the application of knowledge management practices at the Moi University have enhanced service delivery
iii. To examine the policies formulated by the Moi University to manage knowledge
iv. To determine whether or not Moi University uses appropriate ICTs in managing knowledge
v. To establish the challenges faced in managing knowledge at the Moi University
vi. To recommend suitable mechanisms for managing knowledge in order to enhance service delivery at the Moi University

1.7 Research Questions

The study was guided by the following research questions:

i. How is knowledge captured and used at the Moi University?
ii. To what extent does the application of knowledge management practices at the MoiUniversity enhance service delivery?

iii. What policies have been put in place by the Moi University to support knowledge management?

iv. How appropriate are the ICTs used in knowledge management at the Moi University?

v. What challenges are encountered in managing knowledge at the Moi University?

vi. What mechanisms should be put in place in order to enhance service delivery at the Moi University?

1.8 Assumptions of the Study

The study was based on the following assumptions:

1. That the applications of knowledge management practices at the Moi University were inadequate.
2. That Moi University experienced loses of tacit knowledge due to inadequate strategies used incapturing knowledge.
3. That organizational culture hindered knowledge sharing at the Moi University.

1.9 Scope and Limitations of the Study

The study was conducted at the Moi University's main campus. It specifically involved the administrative and academic departments of the University. The researcher was guided by Moi University Service Charter (2011).

1.9.1 Limitation of the Study

The study had limitations in getting all the target population especially the management staff, but the management representatives were available for the interviews.

1.10 Significance of the Study

The findings of this study are expected to equip the knowledge managers at the Moi University with new knowledge that will improve knowledge management practices which in turn will enhance better service delivery. The study will also provide useful information to support policy formulation on knowledge management and offer a link between knowledge management and service delivery for further research.

1.11 Definition of Terms

Knowledge management (KM) as used in this study refers to the process of creating, storing, sharing and re-using organizational knowledge or know-how to enable it to achieve its goals and objectives

Tacit knowledge refers to the highly personalized knowledge deeply rooted in individual's commitment to specific context

Explicit knowledge refers to knowledge that can be codified in formal systematic language and shared in discussion or writing

Knowledge sharing refers to the voluntary act of making knowledge available to others. It is different from reporting, which is involuntarily exchange of information or knowledge

Knowledge assets are parts of an organization's intangible property that relate specifically to knowledge.Such aspects as know-how, good practice and intellectual property are referred to as knowledge assets. They are categorized into: human (people,

networks and communities), structural (codified knowledge that can be found in business, processes), and the technologies that support sharing, such as databases and intranets

Service, in this study, refers to a series of activities designed to enhance the level of customer satisfaction; it also refers to the feeling that a product or service has met the customer expectation

Service delivery is the process of making a product or service available for consumption or use

Intellectual capital is the value, or potential value, of an organization's intellectual asset (knowledge products and services) or the relationship among people, customers and structured capital that maximizes the organization's potential to create value that is ultimately realized in some form of wealth

Human capital is in the intellectual abilities of individuals, competences and experiences .

Knowledge refers to information transformed into capability for effective action. It is information interpreted through a process of judgment and values

Knowledge assets refer to discrete knowledge package. It may be a form of best practice, lesson learned, process, procedure, guide, patent or any other form of explicit, reusable knowledge; an element of intellectual capital. It entails what an organization knows or

needs to know to enable its business processes to generate profits. In a more general sense, people and technology might be described as knowledge processes that help an organization to generate profits

Organizational culture refers to the specific collection of values and norms shared by individuals and groups in an organization that influence the way they interact with people within and outside the organization

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter provides a review of existing literature on institutional knowledge management. The review is meant to situate this study in existing knowledge base and to identify knowledge gaps that the study can fill. It also discusses the theoretical framework upon which the study was based. According to Kombo and Tromp (2006), literature review seeks to assist researchers to investigate a problem. It establishes the foundation of what others have done in order to guide the researcher to avoid mistakes that may have been done by others.

2.2 Theoretical Framework

A theoretical framework is the hallmark of quality research. A good theory helps the researcher to perceive, interpret and explain phenomena. The closer the link between a researcher's perception of the world and the theoretical concepts, the better the theoretical framework adopted (Buckland, 1991). A model can be defined as a conceptual representation that explains the essential structure of an object or event in the real world. A theoretical framework can be defined as a representation ofthe essential structure of concepts. A good theoretical framework is derived from the review of existing literature and it provides a roadmap for the study.

2.3 Knowledge Management

English philosopher, Francis Bacon (1561-1626), coined the famous phrase "Knowledge is power". In Bacon's era, knowledge was monopolized by the church. Bacon's call to appraise knowledge was accompanied by input of cheap paper from Egypt. This was the

first instance of knowledge management. Even as Bacon praised the power of knowledge, it was the management of knowledge itself that transformed his society and subsequently the world. The power in knowledge is, therefore, gained by transferring knowledge to others. In other words, power lies in the transfer of knowledge and not knowledge itself.

Davenport and Prusak (1998) define knowledge as derived outcome of framed experiences, values, contextual information and experts' insight that provide a framework for evaluating and incorporating new experiences and information. Knowledge management is an organizational process that aims to create centralized knowledge source within an organization. It is a process that acquires, assimilates, distributes, integrates, shares, retrieves and reuses the internal and external, explicit and tacit knowledge to bring about innovations in the organization in the form of product, people and processes.

Stacey (2001) indicates that knowledge management is not a thing but an ephemeral or a short-lived process of relating knowledge to the capacity embedded in people, organizations and communities. This knowledge capacity is continuously regenerated and renewed in response to external amendments. People are constantly being changed by adversity, changing circumstances and new opportunities that lead to and require a change in current knowledge state. Knowledge should, therefore, be seen as a process of changes that lead to the development of a desired knowledge state. Not only does the knowledge state change and develop through a number of processes but knowledge is also created through a process of changes. Knowledge does not start as knowledge but as a result of a process that transforms facts into data, and data into information.Polanyi

(1962), who identifies the qualities of knowledge, has divided knowledge into two categories, namely tacit knowledge and explicit knowledge.

2.4 Knowledge Management Models and Theories

Knowledge management is based on various theoretical underpinnings. This section provides a review of various theories and models of knowledge management.Intellectual capital, and intellectual property theories, are important for valuing 'soft' organizational assets in accounting and business law. These viewpoints from work in economics and strategy have led to the rise of theories that try to explain why knowledge management is important. Consequently, knowledge management has contributed theories from these two fields with distinct theoretical concepts.

This legal concept embodies a theory that emphasizes the value of knowledge within the organization. The physical capital of an organization, particularly in the rising service sector, is of less relative importance for competitive advantage than intangible assets like know-how and personal sales networks. The market value of many service organizations is much larger than the value of their physical capital to be characterized as 'goodwill (Roos &von Krogh, 1996).

Intellectual capital has been defined as the difference between the book value of the company and the amount of money someone is prepared to pay for it. Intellectual capital theory is concerned with assets such as trademarks and customer loyalty that give the company power in the marketplace; assets like patents and copyrights that give the company property rights 'of the mind'; assets like corporate culture, structure and its style

that give the company internal strength, and assets like employees' knowledge and personal networks that enhance company processes (Brooking, 1997).

Organizational knowledge is viewed as a capital asset. This view implies that knowledge management entails balancing a knowledge portfolio. Thereafter, the portfolio is coordinated and exploited for maximized return-on-investment (Wig, 1997).

2.5 Knowledge Management Models

The section undertakes a review of various knowledge management models and their relevance to the study.

2.5.1 The KM Matrix by Gamble and Blackwell (2001)

The KM Matrix was propounded by Gamble and Blackwell (2001). The model's processes are grouped into four stages. First, the management must locate the sources of knowledge. Second, they must organize the knowledge so as to assess the organization's strengths and weaknesses and determine its relevance and reusability. This is followed by socialization, where various techniques are used to help share and disseminate knowledge to whoever needs it in the organization. Finally, the knowledge is internalized through use. This model was not used in the study because it does provide for the use of explicit knowledge which should be converted to tacit knowledge for the benefit of the organization.

2.5.2 SECI Knowledge Management Model

Nonaka and Takeuchi (1995) describe the SECI model as knowledge spiral that creates new knowledge. In particular, it demonstrates how tacit knowledge can be externalized andshared, thereby making it explicit. The model consists of four stages, namely

Socialization, Externalization, Combination and Internalization. It stimulates questioning and creative thinking and valuesof the externalization of tacit knowledge in order to be able to implement change.

The central idea in the model is that knowledge held by individuals is shared with other individuals so that it elicits new knowledge.The model is described as a knowledge spiral that creates new knowledge. In particular, it models how tacit knowledge can be externalized and discussed, thereby making it explicit. The spiral consists of four stages as described below.

- ***Socialization (Tacit to Tacit)*:** The model advocates for sharing of tacit knowledge through face to face communication and sharing of the experiences. This method has a high potential for impartation of knowledge because the one sharing the experiences has an opportunity to demonstrate the knowledge and the listener also has an opportunity to ask questions for better clarification. Therefore, impartation of knowledge practically improves the skills to the listener who will in turn impart the same knowledge to the next member of staff for the benefit of the organization.
- ***Externalization (Tacit to Explicit)*:** This is the process of converting tacit knowledge into explicit knowledge. Moi University is an ISO certified institution. The standards of certification were developed and imparted to the ISO champions who in turn trained the service providers and the whole organization in matters of ISO and the products thereof. This process is very important because it taps the tacit knowledge and turns it to explicit knowledge to enhance the sharing of knowledge in the organization, thus creating new knowledge.

- **Combination (Explicit to Explicit):** This is the processes of adding value to the existing knowledge that is, combining the explicit knowledge that exits in the organization with the latest knowledge. The aim is to upgrade knowledge to reflect the new realities since knowledge is dynamic.
- **Internalization (Explicit toTacit):** This involves the understanding of the knowledge by an individual (internalizing) and how this is put to use for the benefit of the organization.

2.5.3 Intellectual Capital Property Theory

The rationale behind the intellectual capital theory is the need to account for and 'due care' in managing knowledge. Intellectual property theory encompasses the legal and ethical issues of intellectual capital, such as copyrights, patents, trade secrets and other proprietary rights, (Slater, 1998). There are some techniques for assigning a monetary value to organizational knowledge, even to the more concrete technical knowledge (Bohn, 1984). It is also concerned with the fact that poor knowledge management poses dramatic yet unaccounted risks to organizations (Marshal *et al*., 1996). Therefore, these essential accounting needs, plus quality-driven management, inspire the need to measure and manage organizational knowledge.

One of the core functions of Moi University is research for production of quality knowledge.Every year the University invests funds in research and innovation projects. For the University / staff to enjoy the benefits of these projects, a legal framework has to be in place to protect the producers' against intellectual fraud. This means that intellectual property laws are needed to safeguard researcher's authentic works.

2.5.4 Continuous Improvement Model for Service Delivery

This service delivery model advocates for evaluation of the current trends, identification of new opportunities and continuous improvement on knowledge.This model was found relevant to Moi University's core focus on service delivery which states that the University shall continually improve its services in the interest of the customer satisfaction.

2.6 Justification of the Models used in the Study

The study focused on two aspects, namely knowledge management and service delivery at the Moi University.Consequently, two models were chosen to guide interpretation of findings in the study. The SECI Knowledge Management modelpropounded by Nonaka and Tekeuchi (1995) was chosen because of its wide approach to creation and distribution of knowledge which is key to service delivery.The second model adopted was theContinuous Improvement Service Delivery model which was popularized by Lean, Agile (2003) in the manufacturing and business industry. It has gained application in a wider array of companies. The model is IT based and focuses on continual improvement of services in an organization.It was, therefore, found useful in analysing how Moi University continues to improve on its service delivery.

Moi University is a growing institution.Its desire to share knowledge across the globe is evidenced by the satellite campuses and the Universities that have been established by the University. Through this model, the University seeks to enhance the creation and sharing of knowledge which will in turn promotes service delivery in all the campuses through improved teaching, research and innovation as stipulated in the vision and mission statements and the core values of Moi University.

2.7 Empirical Review of Literature

This section undertakes a review of studies that have been carried out in Moi University in relation to Knowledge Management.

Kimile (2012) has carried out a research on the knowledge management practices at Moi University and concluded that there are knowledge management practices at Moi University. However, Kimile's study does not shed light on how the said practices are helping the University to achieve its vision.this study aimed at incorporating the knowledge practices into business operations.

Shikuku (2014) conducted a research on the role of records in enhancing service delivery at Moi University. The study outlined the benefits that can be gained if sound records management were adopted by Moi University. The study focused on recorded knowledge (explicit) and how its management would benefit Moi University. Shikuku's study, however, did not address how tacit knowledge can improve service delivery at Moi University.

The aim of this study, therefore, was is to provide a holistic approach to management of knowledge for the purpose of enhancing service delivery at the Moi University.

2.7.1Knowledge Management, Capture, Storage and Retrieval

Young (2010) observes that there are two main methods of capturing knowledge in an organization, namely IT and non-IT methods. The non-IT methods include brainstorming, learning and idea capture, peer assistant, storytelling, community of practice, learning reviews and after action reviews.

Brainstorming is ranked highest where a range of options are expected. The process is split into two phases of divergence and convergence. All ideas are accepted in phase one and in phase two the ideas are screened and the best options are taken.

2.7.2 Learning and Idea Capture

The process can be applied both at individual and team levels. The method enhances collective collection of ideas in a systematic manner. The same allows quick learning into knowledge share, application, and exploitation of knowledge. The team noted that ideas are always generated in organizations but the challenge is in the capture of the knowledge. IT tools include document management services, knowledge bases, blogs, social networks, voice and voice internet protocol (VOIP), advance search tools, building knowledge clusters, expert locator collaborative virtual work places, among others. Each of these tools must be used in relation to the organizational needs.

Different approaches are used to define the Knowledge Management infrastructure. Uriarte (2008), observes that all knowledge management systems require a certain level of technology and infrastructure support to be effective. Complexities in business processes require full implementation of Knowledge Management. An adequate ICT infrastructure is needed to better create, organize, share and apply. In this sense, Uriarte (2008) stresses that ICTs are relevant enablers and, therefore Knowledge Management solutions that manage both explicit and tacit knowledge must be enabled by a basic communications infrastructure.

Lambe (2006) notes that knowledge and information infrastructure "mean all the things that combine to facilitate the flow of information and knowledge in support of the myriad tasks actions and decisions that comprise organizational activity" (p. 2). Therefore, information infrastructure does not just mean the technical IT systems, although it is largely constituted by these systems. It also encompasses human, social and organizational elements. Within an information infrastructure there are normally information management policies, process and practice routines, standards, arrays of tools and resources that are visible to their users, conventions and assumptions, shared vocabulary and categories (e.g. taxonomies).

Information and knowledge management infrastructure reflect the long-term foundations of information and knowledge management.In an organizational context, the infrastructure includes the following major components:

- Organizational culture
- Organizational structure
- Organization's information technology infrastructure, common knowledge
- Physical environment

Corporate culture is a set of specific beliefs, methodologies and characteristics unique to an organization. It helps the organization to stand out in terms of how it conducts its operations. Most researchers agree that an organizational culture is important in initiating Knowledge Management in the organization (Davenport & Prusak, 2000; Nanoka & Takeuchi, 1995). Knowledge aspects are said to be closely interlinked with organizational culture (Davenport & Prusak, 1998). Knowledge Management in an

organizational setting may be challenging, especially when the organization is undergoing change. An appropriate knowledge management can, therefore, support and provide a path for organizational change.

Knowledge management relates to organizational functions of creating, sharing, disseminating and using available knowledge for the organization's development. Knowledge use and management in an organization will thus develop its own organizational sharing culture. In other words, the ability of an organization to manage knowledge affects the organizational culture. Davenport and Prusak (1998) state that organizational culture and knowledge management initiatives in an organization involve the facets of people, functions, collaboration, processes, programmes, performance and contribution. In a culture where the knowledge value is recognised, sharing of information, information flows, IT infrastructure, personal networking, system thinking, leadership, communication climate, problem solving, training and many other factors can be supportive to successful learning (Warne *et al*., 2003).

Culture is one of the most important factors to consider when implementing a Knowledge Management system. Delong and Fahey (2000) state that implementation of Knowledge Management often faces difficulties from corporate culture when organizations do not see any potential benefits from the Knowledge Management system. In a study of 453 firms, more than half of them indicated that organizational culture is the biggest hurdle to implementation of the knowledge management system in their organizations (Ruggles, 1998). This means that for organizationsto be able to effectively implement their Knowledge Management system, they must create a thirst for knowledge and

achievement among their members. Organizations need to establish a knowledge culture within their systems in which new knowledge acquisition and sharing is an integral part of the organization's strategic planning and operations. Gold *etal*. (2001) state that an encouraging and supportive culture will help to build the knowledge management system in the organizations.

Creating good links between employees and the functional units at the different levels of an organization enables effective implementation of the Knowledge Management processes within the organization. The interdependence of various functional and organizational units supports knowledge sharing and transfer. Collaboration among various individuals and groups is essential for exchange of knowledge. Knowledge workers in an organization are responsible for developing guidelines that are adaptable to knowledge change strategies. The role of the knowledge officer or chief knowledge officer (CKO) is to encourage collaboration; to interlink cross-functions and contribution of knowledge from various people in the organization. This cross-functional development leads to the formation of an organizational knowledge culture that is essential for effective change. Nonaka and Takeuchi (1995) suggest that knowledge, unlike information, is concerned with beliefs and commitment.

Bhirud *et al*. (2005) also point out that while many organizations have come to rely on electronic means as a major form of internal communication, this is not necessarily the optimal mechanism for sharing knowledge. While electronic means tend to improve the efficiency of communication, the knowledge transfer needed for knowledge management success requires both efficient and effective communication.

Rewards and other motivational incentives are key to the Knowledge Management process. Argote *et al*. (2003) posit that members of an organization are unlikely to share insights and ideas within the organization if they are not rewarded for sharing knowledge. These authors point to the impact of social rewards as being just as important as monetary rewards. A strong social culture within an organization can promote the transfer of knowledge. Within this strong culture, a desire for social cohesion and genuine spirit of reciprocity develops. Further, a less altruistic and a more egocentric motivation for knowledge sharing develops within an organization with a strong social culture (Argote *et al*., 2003). Often the employee is willing to transfer knowledge in order to protect their own social standing. Demonstrating uncooperative behaviour or attitudes could damage one's reputation. As such, to avoid this social and professional risk, employees increasingly engage in knowledge sharing.

Globally and with the advent of technological advances, organizations face the challenge of moving from the mind-se tof attributing monopoly of knowledge to those in the top echelons to an understanding that knowledge belongs to the masses. As Goldsmith *et al*. (2004) contend, the old days of 'continuous improvement' seem as leisurely as a picnic from the past. In this chaotic and complex twenty-first century, the pace of evolution has entered warp speed, and those who can't learn adapt, and change from moment to moment simply won't survive.

There is need to rethink the process of Knowledge Management, even in mega-organizations. According to Goldsmith *et al*. (2004), "we're trying to manage something – knowledge – that is inherently invisible, incapable of being quantified, and borne in relationships, not statistics" (p. 56). The time to understand Knowledge Management

from a multi-directional perspective has come. Therefore, “our most important work is to pay serious attention to what we always want to ignore” (Goldsmith *et al.*, 2004).

According to Nonaka (1998), “understanding knowledge creation as a process of making tacit knowledge explicit – a matter of metaphors, analogies, and models – has direct implications for how a company designs its organization and defines managerial roles and responsibilities within it.”This is accomplished within Japanese companies through redundancy, “the conscious overlapping of company information, business activities, and managerial responsibilities” (Nonaka, 1998).As a process, redundancy can become a medium that assists in the management of knowledge within an organization. Although to many western managers redundancy may conjure up mental images of “unnecessary duplication and waste”, it can assist in the area of employee expectancy, alleviating unnecessary assumptions and confusion.

Creating opportunities for individuals to create retain and transfer knowledge can be managed through employee development processes. For example, placing individuals in situations where they can gain new experiences, or share learning from prior experience will create room for Knowledge Management. Many companies have put in place processes to intentionally move personnel across the organization (across units, regions, functions, etc.) for the purpose of transferring knowledge as well as build learning capability within individuals. Ability, while innate, can also be increased through effective training processes and experiences.

Training in analogical reasoning, for example, will increase individuals' ability to transfer knowledge between tasks, assignments or reporting units, thereby spreading knowledge further across the organization. Recognition and reward processes and systems can also influence the Knowledge Management process. Members of an organization who are recognized and rewarded for knowledge transfer are more likely to engage in such sharing of knowledge. This happens especially if the reward system is integrated into the performance management processes and will influence their standing or reputation in a positive way.

Drawing upon Whitley's (1999) reference to a system as "a set of processes that are made visible in temporary structures", organizational learning, as a system process, can be said to be manifested or made known by the visible temporary structures of behavioural patterns, rhythms and relationships. In other words, the organization is a "living system" –one that uniquely takes form through "fundamentally similar conditions" that other organizations encounter, namely: "...self...shared meaning and networks of relationships... [resulting in] information [that] is noticed, interpreted, [and] transformed" (Wheatley & Kellner-Rogers, 1999, p. 81). According to Wheatley (2004), knowledge management cannot be proficiently processed independent of "creative work that is meaningful, leaders that are trustworthy, and organizations that foster everyone's contribution and support by giving the staff time to think and reflect together" (Goldsmith *et al.*, 2004).

The sheer volume of information today also presents a process problem. Wheatley describes what creates enormous possibilities for knowledge management as

follows:“world wide web has created an environment that is transparent, volatile, sensitive to the least disturbance, and choked with rumours, misinformation, truths, and passions” (Trompenaars &Hampden-turner, 2004). The list includes the belief that: an organization is a machine; only materials and numbers are real; one can only manage what they can measure, and technology is the best solution. The efforts are ultimately an attempt to make knowledge manageable. This view sees knowledge as something one can keep track of, keep inventory of, and procure for sale to another who wants it. By this logic, to manage something one must have some kind of understanding of it and an ability to control it to some degree. This reasoning gives birth to the above-mentioned list by Wheatley (2004).

Wheatley (2004) says that humans create knowledge, and it is natural to create and share that knowledge; everyone is a knowledge worker and people choose to share their knowledge. Another process issue is attaining or gathering knowledge. According to Whitley (2004), knowledge exists throughout every given organization, but the ability to inventory or tap into that knowledge is difficult. As Wheatley (2004) urges:

> We must recognize that knowledge is everywhere in the organization, but we won’t have access to it until, and only when, we create work that is meaningful, leaders that are trustworthy, and organizations that foster everyone’s contribution and support by giving staff time to think and reflect together (Trompenaars & Hamden-Turner, 2004).

Effron (2004) asserts that given the definition of knowledge as “the fact or condition of knowing something with familiarity gained through experience or association”, it is “impossible to acquire “knowledge” without either experiencing something yourself or interacting with someone else who has.” Knowledge Management is not synonymous with IT systems and processes; rather knowledge resides in the experiences of people in different contexts. With regard toKnowledge Management, the aim of an organization is to work within business processes that create, and transfer knowledge throughout the organization. If knowledge is created and transferred via human experiences, then these business processes must encompass an understanding of how people learn and transfer their knowledge; that is, the business processes must emphasize person-to-person contact (Effron, 2004).

Examples of business practises and processes that lead to effective knowledge management are:

- The setting of goals and objectives – being realistic and recognizing the limitations of data mining and information gathering; making the increase of organizational knowledge a stated and specific goal for all.
- Employee retention – HR processes should focus on what it takes to retain employees who hold key knowledge, provide opportunities that are developmental, have purpose, and have a high impact on business performance;compensating such employees above typical market rates.
- Employee development processes – pairing experts (what some companies call “oak trees”) and apprentices provides opportunities for employees with differing levels of knowledge to work together and increase the organizational knowledge.

These relationships allow for a true exchange of knowledge through a human relationship and experience.

- Organized networking and annual conferences – these provide forums for face-to-face interactions and knowledge sharing and can lead to effective organizational Knowledge Management.
- Accountability – line management, not just IT or HR, should be held accountable for Knowledge Management.
- They should also be held accountable for management of the human resources and organizational knowledge. They do this through the above business processes and practices of employee development (experiences, developmental assignments, etc.).

In the process of Knowledge Management, significant steps must be taken to eliminate any barriers that may get in the way of becoming or increasing the ability to be a learning organization. Cummings(2003) challenges people's intentionality to effectively help the processes of Knowledge Management within an organization.There must be intentional efforts to remove barriers that could inhibit ideas, talent and money from getting to the point of best use (Trompenaars & Hamden-turner, 2004).

Managers and leaders play an important role in the success of Knowledge Management in their organization. Robertson (2005) identifies ten key principles needed to ensure that information management activities are effective and successful. These focus on the organizational and cultural changes required to drive improvements forward. These principles are:

- Recognize (and manage) complexity
- Focus on adoption
- Deliver tangible and visible benefits
- Prioritize according to business needs
- Take a journey of a thousand steps
- Provide strong leadership
- Mitigate risks
- Communicate extensively
- Aim to deliver a seamless user experience
- Choose the first project very carefully

The practical value of Knowledge Management is in its impact. The line between Knowledge Management and business is through the processes of business. The biggest impact of Knowledge Management on business may be in its ability to improve processes and their performance (Nichols, 2000). Nichols (2000) suggests that the changing of processes should take into consideration the role Knowledge Management plays in this process. In turn, the information that is needed to inform decisions on effecting changes must be identified andthe effects that those decisions will generate must be determined.

An organization that plans to put knowledge management to use must begin by defining specific processes. These processes must be supported by technological resources and must facilitate the sharing of information about problems and solutions, improvement, suggestions and information concerning best practices in other similar organizations. Organizations that follow this plan will develop a framework that catalogues, uses and

integrates the knowledge used by individuals as organizational knowledge used for driving innovation and organizational change (Hyde & Mitchell, 2000).

Hyde and Mitchell (2000) offer six strategies for developing Knowledge Management processes within organizations:

- Define aKnowledge Management business case. What levels of knowledge and innovation will your agency need to stay ahead of your "environment" and be "competitive?" (Do not start until you can prove you need it).
- Baseline your intellectual capital. Knowledge is an intangible asset, but human capital is not – measure current and projected workforce capabilities, your human resource investments, and expected return on investment. (Get HR involved from the outset).
- Make sure your senior executives "get it." Collaboration and knowledge sharing begin at the top, not at the bottom. Top management has to see how KM will affect performance and why it is critical for innovation and change.
- Build KM from the bottom up and across. What is most important about any KM programme or process is its ability to facilitate knowledge exchange among those individuals closest to the work, to the customers, and to the processes. Knowledge Management must be an enabling process that captures both best practices and new ideas while promoting access.
- Balance external and internal. The value of any KM programme is multiplied by its reach – it needs to connect to other agencies, customers and stakeholders. (Think in terms of strategic alliances).

- Think technology last and "chunk" your investments. What products will you need to support your first level of KM development (allocate 75 percent of your km it budget). Save 25 percent for building your technology strategy to support future KM phases or new investments. (Think in terms of weeks and avoid all long-term systems projects like the plague).

Andrews and Delahaye (2000) have found that certainindividual factors greatly influence knowledge processes. These include: a person's perceptions of approachability, credibility and trustworthiness, which directly influence knowledge importation and sharing. The researchers further observe that scientists in a bio-medical consortium actively filter knowledge importation by deciding whom they would ask for information, who they would allow to give input, and with whom they would share their own knowledge. They make decisions based on what they feel their co-workers will do with the sensitive information. In each case, the scientists pass judgment on the co-workers' perceived trustworthiness.

Knowledge Management affects organizational competitiveness and bottom line in significant ways. As Ogg and Cummings suggest, "There are three important things that can be leveraged in large companies to help take advantage of being a big organization, money, talent, and ideas" (Goldsmith *et al*., 2004). Management of Knowledge and intellectual capital has increasingly paid attention to these three components that organizations need to align and use to foster improvement from within and against stiffening competition. The processes are necessary to align and create increased leverage against the competition. Larger organizations may struggle to overcome significant

barriers to discovering, organizing and utilizing what Ogg and Cummings (2003) call a marketplace of ideas. Overcoming barriers to sharing and utilizing of great ideas takes discipline and cultural values in which new ideas are readily shared, honoured and implemented.

Ogg and Cummings (2003) further suggest that to foster an organizational culture that values new ideas, meetings should be held regularly to provide platforms for sharing and appreciating ideas and charting ways to promptly implement them. Additionally, infrastructure must be provided to help people connect and build trust relationships in which meaningful sharing of ideas occurs. Technology and data storage are inadequate in themselves to fully facilitate this kind of transference of new ideas.

2.7.2 Knowledge Management and Service Delivery

Rowley (2000) defines Knowledge Management as a process that is concerned with the exploitation and development of the knowledge assets of an organization with a view to furthering the organization's objectives. The knowledge that is managed includes both explicit, documented and tacit, subjective knowledge. Management entails all of those processes associated with the identification, sharing and creation of knowledge. Clearly, the above justification and viewpoints directly link the organization with the Knowledge Management processes, the various components and players that seek to achieve better results.They also underscore the importance of the application of Knowledge Management processes in an organizational. Major differences in views among many scholars are found in the intensity and level of knowledge management application in the organization.

Stonehouse and Pembertone (1999) observe that Knowledge Management improves sharing of knowledge, the organizational factors of productivity, investment in learning and knowledge of workers and management of knowledge. All these activities and processes further enhance learning capacities of the organization giving longer term opportunities, investments, reduce the need for continuous retraining and help the organization to cope with change and improve its production system. Successful models of Knowledge Management also reduce the need for managerial intervention in the innovation process. Stonehouse and Pembertone (1999) stress that "It is the role of Knowledge Management to ensure that individual learning becomes organizational learning." It has become clear, therefore, that the efforts and controlled application of Knowledge Management tools and techniques enhances the overall performance by reducing the cost every time. Knowledge Management techniques contribute to organizational efficiency and create positive societal benefits, including the reuse of the knowledge. These in turn lead to sustainable growth of companies.

The knowledge initiatives in an organization require the transfer of knowledge from one person or section to another. Knowledge and knowledge Management have received considerable research attention.Knowledge is generally understood as a collection of insights, understanding, experience and practical know-how. It is not just an object or artefact but also the outcome of people working together, sharing experiences and constructing meaning out of what they do (Choo, 2000).

According to Collison and Parcell (2002), Knowledge Management comprises organizational learning, human resources and technology with common reliable

technology infrastructure to facilitate sharing; bringing together people who know and encouraging behaviours of asking, listening and sharing, and processes designed to simplify sharing, validation and distillation of knowledge.

The main components of the Knowledge Management are the people and collaborative aspects both of which are key to the success of KM. Knowledge Management initiatives start from the people when the knowledge of the employees and the stakeholders are created, captured, shared and used to enhance organizational efficiency, effectiveness and improvement. Without these components, the system cannot achieve its objectives. Knowledge components exist only if the employees contribute knowledge to the overall management of the organization. A collaborative network and appropriate technology can help the organization to enhance its overall KM implementation.

Below is a matrix of KM components that every organization should be cognizant of. The matrix shows that for KM to succeed, all these components must be satisfied individually and that they must also correlate.

Table 2.1: Matrix of Knowledge Management Cycle

	To tacit knowledge	**To explicit knowledge**
From tacit knowledge	**Socialization**	**Externalization**
From explicit knowledge	**Internalization**	**Combination**

Source: Uriarte (2008)

Most organizations use a variety of methods in knowledge sharing and transfer. The two main approaches are: the collaborative web – the internet, intranet – and the package transfer which connects, shares, transfers the desired knowledge to collaboration and develop common understanding. Nonaka and Takeuchi (1995) believe that unless shared knowledge (tacit) becomes explicit it cannot be easily leveraged by an organization. Only when tacit and explicit knowledge start interacting are the opportunities for innovationcreated, thereby enabling a continuous and dynamic interaction which is often referred to as the knowledge spiral.

Some organizations have established knowledge hubs, which combine various groups, functions and the units irrespective of geographical location, society, culture, production and area of business. In such hubs, knowledge that has been captured is distributed and reused among collaborative organizational networks through technology. The knowledge generated by various units in the organization is accumulated in the knowledge hub. The organization uses this knowledge to expand the business to various locations, enhance growth and profit. A knowledge hub can help an organization to create and leverage competitive advantage.

The success of an organization in identifying critical knowledge resources and using them objectively in problem solving, enhancing competence, developing self-confidence will determine its productivity (Mathew, 2008). Knowledge is gained and enhanced through sharing, education, training, work experience, dialogue and participation as well as both internal and external group interactions. Knowledge Management can be defined as the explicit and systematic management of vital knowledge and its associated processes of creating, gathering, organizing, diffusion, use and exploitation. It entails turning of personal knowledge into corporate knowledge that can be widely shared and appropriately applied throughout an organization (Skyrme & Amidon, 1997).Knowledge Management is an integrated systematic approach to identifying, managing and sharing an organization's knowledge and enabling people to collectively create new knowledge and thereby helping in achieving the objectives of the organization (Mathew, 2008).

Nonaka and Takeuchi (1995) believe that Knowledge Management is a product of interactions between tacit knowledge and explicit knowledge. It is the process of receiving, saving, applying and creating new knowledge. KM also adds value to knowledge, which also helps to appraise the development of individuals and organizations. Velker (1999) sees Knowledge Management as a process that helps organizations to identify, select, organize, disseminate and transfer important information and expertise that are part of the organization's memory and that typically reside within the organization in an unstructured manner. The structuring of knowledge enables effective and efficient problemsolving, dynamic learning, strategic planning and decision-making. Knowledge Management initiatives focus on identifying knowledge,

explicating it in such a way that it can be shared in a formal manner, and leveraging its value through reuse.

2.7.2.1Service Delivery

According to Mahbar (2002), service delivery is a combination of two dimensions: Human behaviour and physical infrastructure. Human behaviour consists of attitudes, skills and knowledge. Physical infrastructure encompasses buildings, facilities, documents etc. The combination of these two factors will determine the success of service delivery in an organization. Service delivery is related to systems and processes of providing services or products from provider to the customer. Larne (1998) observes that service delivery requires serious attention because of the following reasons: Service delivery has a direct impact on the quality and quantity of services provided to the public. Moreover, efficient and effective delivery systems enlist public trust, customer satisfaction and loyalty.

On the contrary, inefficiency and ineffective service delivery systems will thwart policy implementation and bring operations to a halt (Lipsky, 1976).This deteriorates the relationship between the organization and its clients and contributes to the waste of organizational resources (Lipsky, 1976). Service delivery also impacts on the moral satisfaction of employees. Good service delivery systems engendered by appropriate training and evaluation can make employees feel appreciated and respected. These feelings will motivate them to increase productivity and commitment to the organization. It is important to create good relationships between service providers and receivers in public sector (Pendleton, 1996).

Kristsiadi (1998) argues that a good service management has to be rational, fast, cheap and transparent as well as geared to effect customer satisfaction. Damanhur (2004) observes that good customer relations do not imply ignoring the rules and regulations. In relation to this study, Moi University has developed a service charter that describes the services that are offered, how they are offered and the channels of communications for customer feedback to ensure quality delivery of services and products. This study explored how KM impacts on the processes of service delivery at the University.

2.7.3 Knowledge Management Policies

Knowledge policies are becoming increasingly important elements of the information driven society and the knowledge economy. Such policies provide institutional foundations for creating, managing and using organizational knowledge as well as social foundations for balancing global competitiveness with social order and cultural values. Knowledge policies can be viewed from a number of perspectives: the necessary linkage to technological evolution, relative rates of technological and institutional change, as a control or regulatory process, obstacles posed by cyberspace, and as an organizational policy instrument.

From a technological perspective, Thomas Jefferson (1816) noted that laws and institutions must keep pace with progress of the human mind. Institutions must advance as new discoveries are made, new truths are discovered, and as opinions and circumstances change. Moving forward to the late 20th century, Martin (1985) posits that any society with a high level of automation must frame its laws and safeguards so that computers can police other computers. Berners-Lee (2000) argues that both policy and

technology must be designed with an understanding of the implications of each. Finally, Sparr (2001) points out that rules will emerge in cyberspace because even at the frontiers, pioneers need property rights, standards and rules of fair play to protect them from pirates. Government is the only entity that can enforce such rules, but the same rulescan be developed by others.

From a rate of change point of view, McGee and Prusak (1993) note that when an organization changes its culture, information policies are among the last things to change. From a marketing perspective, Martin (1996) points out that, although cyberspace mechanisms change very rapidly, laws change very slowly, and that some businesses will use this gap for competitive advantage. Sparr (2001) observes that governments have the interest and means to govern new areas of technology, but those old laws generally do not cover emerging technologies while new laws take time to create. Uriatre (2008) observes that policies and guidelines need to be established in order to ensure that quality is high. For this purpose, an organization may implement a policy of incentives to promote contribution and use.

2.7.4 The Use of ICTs in Managing Knowledge

It is widely accepted that ICTs play a critical role in supporting communication and collaboration in organizations. Among the researchers who share this view, for instance, are Culnan and Bair (1983),Watson-Manheim and Belanger (2007),Boczkowski and Orlikowski (2004) andLee (2010). Furthermore, past KM studies have shown that appropriate ICTs can aid in the creation, sharing and transfer of knowledge (Alavi &Leidner, 1999;Goh *et al.*, 2008; Chudoba *et al.*, 2011). The goal of many organizations

is thus to use appropriate ICTs so that KM initiatives can be conducted effectively (Broos &Cronje, 2009). Unsurprisingly, the KM literature is replete with work relating KM and ICTs. For example, Zack (1999)contends that ICTs play the important roles of obtaining, defining, storing, identifying and expressing the content from various KM projects. Next, Davenport and Prusak (1998) believe that weaving ICTs into KM initiatives in the organization could create a common controllable environment where knowledge can be shared within the organization, thus helping to ensure the success of such initiatives. Further, Hendriks (2001), Hendriks and Vriens (1999) and Hedelin and Allwood (2002) have found that ICTs have both a direct and indirect influence on the motivation for sharing knowledge because they can eliminate hindrances, provide channels to obtain information, correct flow processes,and identify the location of the knowledge carriers and knowledge seekers.

In sum, these studies have highlighted how ICT can play important roles in facilitating KM in organizations, and as such the perceived usefulness of ICT in facilitating KM initiatives is likely to be rather positive. However, ICTs alone cannot ensure the success of KM initiatives, as ICT use could hinder how an organization functions in specific circumstances. For example, the various types of ICTs in use could cause problems in how teams work together. This problem is further exacerbated by a variety of factors. Vakola and Wilson (2004) identify such factors as personality, trust and age, which could engender different attitudes around technology use and hence cause tension among team members (Straus, 1996;Robert *et al.*, 2009). In particular, implementing KM initiatives and managing KM projects in a distributed workplace are likely to be difficult because of different time zones, local cultures and perspectives (Cramton, 2001;Kraut *et al.*, 2002.

This indicates that organization may need to develop different perceptions regarding the use of ICTs to facilitate KM initiatives.

Moreover, even with modern tools, the process of knowledge creation and sharing is inherently difficult, since those who have knowledge may not be conscious of what they know or how significant it is. They may also be unable or unwilling to share the knowledge with others. Further, even where individuals are willing, the readiness to accept the wisdom of others is often not obvious. Previous research findings have also shown that negative perceptions of ICTs may develop due to past failures, and that such perceptions may create resistance in the use of technology (Senge, 1999;Senior, 1997). Taken together, research indicates that perceived usefulness of ICTs may be negatively affected by past experiences or the complexity involved in the use of ICTs to support certain organizational activities.This in turn will affect the use of ICT to support future organizational activities. Therefore, the perceived usefulness as well as the type of ICTs used to support different KM activities may differ.

2.7.5 Challenges of Managing Knowledge at the Universities

Knowledge management, which evolved from the business sector, is slowly gaining acceptance in the academic sector. Oosterlink and Leuven (2002) point out that, “In our era of knowledge society and a knowledge economy, it is clear that Universities have a major role to play.” In other words, universities are faced with a challenge to better, create and disseminate knowledge to society. However, as Reid (2000) argues, “Traditionally, universities have been the sites of knowledge production, storage, dissemination and authorization.” Similarly, Ratcliffe-martin *et al*. (2000) argue that

universities traditionally focused on the acquisition of knowledge and learning. As organizations (recognized to be in the knowledge business), universities and other higher education institutions face similar challenges that many other non-profit and profit organizations face, (Rowley, 2000). Among these challenges are financial pressures, increasing public scrutiny and accountability, rapidly evolving technologies, changing staff roles, diverse staff and student demographics, competing values and a rapidly changing world (Naidoo, 2002).

Universities seek to share information and knowledge among the academic community within the learning institution. Knowledge Management has become a key aspect of university management due to changes in knowledge cultures. Oosterlink and Leuven (2002) argue that "Universities are no longer living in splendid isolation. They have their own place in society, and they have a responsibility to society, which expects something in return for privileges it has been granted." In other words, universities do not exist as single entities. They become part of society by engaging in teaching, research and community service. Therefore, the knowledge created in universities through research and teaching should be relevant to the labour market. Every university is concerned with the conservation of knowledge and ideas; teaching, research, publication, extension and services and interpretation (Budd, 1998; Ratcliffe-martin *et al*., 2000).

As a result, promoting knowledge should be the major focus of higher educational institutions. Similar to corporate organizations certain forces are driving the changes in the way universities operate. Nunan (as cited in Reid, 2000) argues that "higher education is undergoing transformations due to a range of external forces such as market

competition, virtualization and internationalization, giving rise to new ways of Understanding the role and function of the University." This implies that the present-day economic, social and technological context is bringing about changes to which universities must also adapt (Crue, 2002). Universities compete against one another due to increased need for higher education. Furthermore, the competitive pressures universities are now experiencing also result from changes in financial support, increasing costs of education and demand for educational services. Again, the present speed of knowledge transfer has generated an increasing demand from professionals and businesses for continuing education (Crue, 2002).

This shift to a market orientation will alter the form in which knowledge is disseminated. That is, the focus of universities is moving away from the autonomy professionals towards an integrated sharing of knowledge. As Abell and Oxbrow (2001) point out, "As with all organizations, academic institutions have recognized that their strength in the market may in future hinge on their ability to build collaborative and strategic partnerships." These demands require the development of partnerships among universities and curricula that is customized to meet students' needs. It can be noted that universities are complicated environments, incorporating a variety of very different kinds of works and people. As is true of all organizations, universities have their own political structures and cultures (Budd, 1998). In addition, they have their own ways of responding to society.

Another challenge that universities face is demographic changes.These changes affect the institutions' delivery of educational service. This particular challenge requires

universities to restructure their services to meet the needs of the academic community. Stoffle (1996) cautions that institutions of higher education need to gear up for a massive increase in the demand for educational services. Hawkins (2000) also says that collaboration requires actual commitment and investment of resources, based on a shared vision. Consequently, universities may be required to pool their resources in terms of human expertise, skills and competencies to achieve their goals. These challenges which occur as a result of change and transformation demands that universities come to grips with the fact that collaboration is one of the means of competitive survival (Hawkins, 2000).

In addition, universities' market demands are changing demanding greater improvement ofstudent learning outcomes. Some of the changes taking place in higher education have a direct impact on the library and its services. These changes include alterations in institution's curricula, demographic changes in student bodies and additions to the media used in the classroom and in support of research (Budd, 1998). These demand smay not be met with current resources, present bureaucratic structures and traditional methods of delivering services. Reid (2000) suggests that universities may need to view their teaching programmes, at least to some extent, as a market commodity that is aimed to meet the needs of the customer. In addition, universities will be required to re-examine all traditional methods and frameworks for university education.

The call for the re-examination of the university is by an extension a demand for paradigm shiftsin academic libraries (Stoffle, 1996). Academic libraries are faced with the challenge of struggling to support the needs of students for virtual learning. As a

result of these challenges, it is clear that academic libraries are turning to be “libraries without walls” and the information they deal with is now multi-format. Furthermore, emerging information and communication technologies (ICTs) allow for the virtualization of teaching and learning (Reid, 2000). The use of ICTs in universities makes it possible for courses, modules and training programmes that are interactive and multimedia based to be delivered at any time and place (Stoffle, 1996). This has created competition between universities in terms of delivering higher education services to the academic community.

In addition, current universities are challenged to adopt the modes of management that dominate the corporate world and institutions. The upshot of the foregoing is that universities are facing an increasing need to massively transform their organizational structures and cultures to facilitate and integrate the sharing of knowledge within their communities. Commitment to change and learning together are vital components that define universities as learning organizations.

2.8 Conclusion

The review of literature in this chapter has shown that much research has been carried out on KM. The review has also shown that a lot of the challenges facing universities as knowledge base institutions have been overcome. The application of Knowledge Management practices are key to modern organizations remaining competitive.KM provides organizations with the best way to evaluate their strengths and weaknesses and chart newways forward. Without KM universities may not attain their quality of organizational learning.Public universities are funded by the government through taxes.

As such, the public is increasingly demanding for better services and accountability from these institutions. Meanwhile there is increased market space for universities due to advances in information technologies.This means that educational service providers must strive for exemplary performance with less input due to dwindling budgetary allocation from the exchequer. It is on this basis that this study explored how Moi University used Knowledge Management strategies to enhance its internal efficiency and external competitive advantage.

CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter describes the research design and methodology that were used in conducting this study. It specifically examines the research design, study population and the sample size, data collection and analysis methods. According to Kombo and Tromp (2006), research refers to "a systematic process of collecting, examining and interpreting data in order to establish facts and reach new conclusions." The systematic nature of this research is therefore defined in this chapter. Mugenda and Mugenda (2003) argue that research can be classified based on the methods of data collection, methods of data analysis and the purpose of research. In this regard research may be classified as applied research, basic, quantitative or qualitative research. This study was qualitative by design.

3.2 Research Design

This study adopted qualitative approach and case study design. Jacob (1998) states that qualitative design emphasizes the importance of looking at variables in their natural setting in which they are found. Interaction between variables in this case is very important. Detailed data are gathered through open-ended questions that provide direct answers. The interviewer is an integral part of the investigation.This differs from quantitative research which attempts to gather data by objective methods, information about relations, comparisons and predictions that attempt to remove the investigator from the investigation (Smith, 1983).

Mugenda and Mugenda (2003) assert that a case study is an in-depth investigation of an individual group, institution of phenomenon. This study undertook an in-depth analysis

of how knowledge was managed across the stages of creation, use and storage in Moi University.

3.3 Population of the Study

The population of a research refers to the total number of subjects to which the researcher ideally wishes to generalize the study findings. It is a collection of study units for which the values of the variants of interest could possibly be determined. This study mainly targeted employees of Moi University's Main Campus in selected service departments across the administrative and academic divisions.The study population comprised fifty-one members of staff drawn from nineteen departments that were outlined in Moi University Service Charter (2011) as core service providers.

3.4 Sampling

According to Kothari (2004), sampling is the process of selecting a number of individuals for a study in such a way that individuals selected represent the large group from which they were selected. Kombo and Tromp (2005) define sampling as the process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group.

3.4.1 Sampling Method

The study used purposive and strategic sampling techniques. Bryant and Charmaz (2008) describe purposive sampling as non-probabilistic; a form of sampling where the researcher selects samples based on their relevance to the study. The units of analysis of this study were the staff of the organization working in various service points. Purposive sampling technique was used because it was believed that the heads of

departments/supervisors, being responsible for managing information and knowledge in the departments, were best placed to exhaustively respond to the research questions.

The researcher selected the sample based on the Moi University Service Charter (2011) which listed service departments. Nineteen departments were selected from academic and administrative divisions. All the heads/supervisors of the selected departments were selected for the interviews.

3.4.2 Sample Size

The researcher used census technique and targeted the whole population (51 heads of departments) for interviews. However, the researcher was able to interview thirty-one members representing 61% of the response rate. These figures are presented as shown in Table 3.1 below.

Table 3.1: Respondents'Distribution per Department/Section

Department/section	Expected	Interviewed	%
Quality assurance	3	2	66
Hostels	2	1	50
Dean of Students	3	2	66
Human resource	4	3	75
Performance contract	2	1	50
Internal audit	4	2	50
ICT	4	2	50
Legal office	2	1	50
Recruitment &training	3	2	66
Deans secretariat	1	1	100
Management representative	2	1	50
Finance	5	2	40
Registry	5	3	60
Senate	1	1	100
Customer care	1	1	100
Planning &development	1	1	100
Research &extension	1	1	100
Quality and ISO compliance	3	2	66
Library	4	2	50
Total	**51**	**31**	**61**

3.5 Data Collection Methods

The researcher used both primary and secondary sources to collect data for this study. Primary sources are data collected for the first time through various data collection techniques, including field and site reconnaissance, surveys and interviews, participant observations and participatory techniques. They are original, raw facts which must be analysed and presented in appropriate form (Conyers &Hills, 1984).Secondary sources provide second-hand information about events. This is data previously collected by others, which is often available from published and unpublished sources such as government statistics, unpublished university manuscripts, published literature, local records and reports among others.

The researcher designed open-ended interview schedules and conducted face-to-face interviews with the staff that were responsible for information/knowledge in the selected departments of Moi University. Further, secondary sources were examined. These sources included audit reports, students' evaluation reports, customer feedback reports, staff handing over reports, data analysis reports, among other literature from within Moi University.

3.6 Validity and Reliability of the Research Instrument

Blumberg *et al*. (2005) state that there are two major criteria for evaluating a measurement tool. "Reliability" has to do with accuracy and precision of a measurement. "Validity" refers to extent to which a tool measures what actually wishes to measure. Reliability refers to the extent to which a measuring instrument contains variable errors that appear inconsistently from the observation to observation during any one measurement attempt or that vary each time a given unit is measured by the same instrument (Nachmias &Nachmias, 1992). Reliability can be defined as the degree to which an instrument accurately and consistently measures whatever it is designed to measure (Powell, 1997).

The researcher carried out a pilot study that was aimed at testing the validity and the reliability of the interview schedules. Based on the outcomes of the pilot study, necessary corrections were made on the research instrument and the researcher confirmed that the instruments were valid and reliable. The processes and procedures for selecting the study population were done objectively based on the aims and the objectives of the study.

3.7 Ethical Considerations

Ethics are norms or standards of behaviour that guide moral choices and relationships with others. According to Cooper and Schindler (2003), the goal of ethics is to ensure that no one is harmed or suffers the consequences from the research activities. The study required the participation of staff and the information required could be confidential. The researcher did not require respondents to disclose their names and the information provided was used for academic purposes only and was treated with the utmost confidentiality.

The researcher sought permission from the Moi University Human Resource Department to conduct the interviews in the selected University departments. A research permit was also obtained from the Kenya National Commission for Science Technology and Innovation andalso from the Director of Education, Uasin Gishu County.

The researcher will also submit copies of the final thesis to Moi University for academic purposes, review, information and possible implementation and another copy to the Kenya National Commission for Science, Technology and Innovation as required by law.

3.8 Data Analysis, Presentation and Interpretation

According to Creswell (2003), data analysis is the process of bringing order, structure and meaning to the mass of data collected in research. The analysis seeks to provide general statements on how themes of data are related.Data analysis helps the researcher to investigate variables (characteristics or attributes of the study object). In this study, the collected data were processed and analysed in accordance with the outline laid down at

the time of developing the research plan. Data interpretation involved stating what the results showed, their meaning and significance in relation to the problem under study.

3.9 Conclusion

The chapter has outlined the research design and methodology used in this study.It has provided a description of the study population, data collection method, validity and reliability of research instrument, data analysis and interpretation and ethical considerations. Qualitative approach enabled the researcher to carry out an in depth investigations that addressed the study's aim and objectives which were analysed qualitatively as presented in the next chapter.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents and analyses the data collected based on the aim and the specific objectives of the study. The purpose of the study was to ascertain the role of knowledge management in enhancing service delivery at the Moi University. The data was collected using interviews with the heads/supervisors of sections of the selected service departments at the Moi University'sMain Campus. The collected data was grouped based on the objectives of study as outlined below.

1. To establish the nature of knowledge and how it is managed at the Moi University
2. To ascertain whether or not the application of KM enhanced service delivery
3. To document the polices of KM put in place to support service delivery
4. To establish the appropriateness of ICTs used in KM
5. To establish the challenges faced in KM applications and recommend possible solutions

4.2 Response Rate

The research targeted 51 members of staff distributed across the selected departments of the University. Of these, 31 members were interviewed representing 60% of the total population.

4.3 The knowledge at Moi University, how it is Captured, Stored and Retrieved

The first objective of the study was to establish the nature of knowledge and how it was managed at the Moi University. The results obtained from the various departments were as presented in the sections below.

Quality Assurance Department

The Assistant Registrars indicated that the most valuable knowledge they had constituted skills in quality management systems, strategic planning, evaluation of courses, and evaluation of lecturers' performance, data analysis, coding and communication skills. The Assistant Registrar in charge indicated that the expert knowledge was obtained through their professional training, attending of seminars and workshops, job training and experiences. Asked whether the skills had been captured in any formats for future use by other staff, he indicated that the skills were personal to them and that the same had not been captured in any formats. Policy documents were all in manual formats and were stored in filing cabinets.

The Department was responsible for ensuring that the quality of services/products was in line with the standards as outlined in the Moi University service charter (2011), ISO 90001:2008, processes and procedures and other quality standards. The section also carried out students' evaluations, programme content evaluation, evaluation of the teaching staff through students, among other quality functions.

These activities contributed to generation of knowledge by staff, which was transferred to the staff in the affected departments during the evaluation exercises.In this way, the staffs

of the user departments were equipped with knowledge in effecting the corrective and preventive action for the purpose of improving their services. The respondents said that these exchanges had improved service delivery in their department. They reported that there were control checks on a quarterly basis meant to ensure that there was continuous improvement on products and services. Knowledge was thus generated during the evaluation exercises in the departments within the campuses and regular meetings that were held with the external auditors. The knowledge generated was stored in computers but the distribution of the corrective action to the user departments was done on paper.

Human Resource Department

The Assistant Registrars indicated that they had skills in human resource management, industrial relations kills and evaluation of personnel performance, communication skills, interpretation of labour laws and other administrative skills. They stated that the skills were acquired through the formal training, seminars, workshops, conferences and their daily routine. However policy documents were available in print formats and were kept in the filing cabinets.

The respondents from this section said the HR Department was responsible for staffing, monitoring the performance of the employees, instituting disciplinary matters, staff appraisals and other human resource functions in the University. That was done to ensure that the services were implemented in line with the University policies and plans. Asked if the personal skills had been captured for use in future, the Deputy Registrar in charge indicated that their skills had not been captured in any formats for future use and that a human resource system (HURIS) could assist the officers in managing human resource as

the profession required. Knowledge was kept in explicit formats such as collective bargain agreements, terms of service, and labour laws, among other policy documents. The officer further indicated that the employees working in this section did not have adequate ICTs and these had contributed to poor service delivery.

Procurement Department

The Procurement Officers interviewed indicated that they had skills on chain supply management, tendering, warehouse management, modern disposal procedures, e-procurement, procurement procedures and processes, among other functions in the Department. The respondents indicated that they used an expert system from Public Procurement Oversight Authority (PPOA), manuals, circulars, tender documents and other policy documents. On further probingin regard to whether or not the skills had been captured in other formats, the procurement officer in charge of supplies indicated that the skills were personal to them and that there were no mechanisms to tap their experiences.

The officer in charge of procurement further indicated that lack of proper use of ICTs in the operations/business processes was a hindrance to better service delivery as satellite campuses depended on the Main Campus for supply of goods which took a lot of time. The officer reported that the manual tendering systems in use were cumbersome. Other challenges identified included delays in paying suppliers and processing of tenders which hindered quick service delivery. The respondents indicated that knowledge was generated in all the processes and was majorly kept on paper.

The section was responsible for procurement and supply of resources to the user departments for the running of the smooth running of the University, disposal of obsolete materials from the University, coordinating payments for suppliers of various products and services to the University, and advising the management on the development of the procurement. This Department was regarded as an important one since it enhanced service delivery by providing materials for use and procurement of products and services for the benefits of the University. One of the principles in the service delivery of Moi University concerns prudent use of resources so as to use limited resources for quality services. Therefore, the respondents said that their Department was in the process of reducing costs and enhancing quality services/products by carrying out product/service evaluations and outsourcing of the services and products to ensure continuous improvement.

ICT Department

The Systems Administrator indicated that she had skills in IT, including computing skills, website development, networking, soft and hardware management among other skills in information technology. A technologist in the same department indicated that he had skills in equipment repairs, networking and general maintenance. The respondents indicated that they had operation manuals that guided them in their daily operations. Asked if their personal skills had been captured in any formats that could be used in future, the respondents indicated that the skills were personal to them and that their skills had not been captured in any formats for future use.

The section was responsible for providing the ICT infrastructure in the University, maintenance, repairs, security of networks, information security, and training of end-users and implementation of IT policies. The Department had improved the service delivery by training of end users, application of ICTs in the departments, enhanced official communication via e-mail by opening of mu g mail accounts for official communication, repairs, online hostel bookings, and the department was developing information security policy which will enhance security of information at the University. Through these services the staffs had gained knowledge that had equipped them for better service delivery.

Dean's Secretariat Department

The Assistant Registrar at the Dean's Secretariat indicated that she had skills in leadership, computing, analysis of data, communication skills and human resource management skills. The respondent indicated that the skills were crucial in the daily operations in the office by ensuring that Deans were informed of all the academic activities across the campuses.Asked if the skills and experiences had been captured in any formats, the respondent indicated that the skills had not been captured in any formats and that the same had been embedded in her brains. She was further asked to state how the skills were acquired.The respondent stated that the skills were acquired through the formal training, job experience, seminars and workshops.

The secretariat was responsible for coordinating all activities for the committee of Deans, such as appointment of Deans, printing of the almanacs, reports on Schools' performance, coordination of satellite campuses/constituent colleges, support research by

funding of research, and oversight roles in the academic matters such as curriculum approval among other matters. This had enhanced service delivery both to students and the teaching staff. These activities had equipped the staff in understanding the operations and challenges across campuses, and hence able to offer better solutions to the challenges.

The officer further indicated that the section had embraced the use of ICTs and that communication to the Deans was done online and that this had reduced the cost of operations and had enhanced better service delivery at Moi University.

Hostels Department

The officer in charge of the Hostels Department indicated that she had skills in housekeeping, computer proficiency and leadership skills. The respondent said that a combination of the professional skills, experience in solving various challenges at the hostels enhanced her skills in providing services in the hostels. When asked if her skills had been captured in any formats, the respondent said that the department had not developed any mechanism/system to capture the skills and experiences and that the knowledge resided in her brains. However, the respondent indicated that the Department had operational manuals that had been developed through the ISO 9001-2008 standards. Further, the respondent indicated that most of the staff skills were on job training and that they lacked professional training that could have helped them in solving the challenges that were faced in the department. The respondent further stated that all the manuals were stored on paper format and that personal skills had not been captured for future use.

The Department was charged with the responsibility of assigning rooms to students, maintaining the accommodation records of students, providing security to all the students and advising the management on issues on students' accommodation. The section had tried its best though there was still room for improvement. Online booking, she said, had solved a lot of perennial problems of accountability in the department and the students had applauded this move since they could book the rooms online. This had enhanced service delivery to students and generation of revenue to University.

Research and Extension Department

The Officer in charge of planning stated that he had skills in research, planning and development, data analysis, communication skills and human resource management. The respondent further stated that processes and procedures in the department had been captured in the procedure manuals, policy papers, and other policy documents that had been approved by the management through the University Council for the purpose of service delivery. When asked if his personal skills and experiences had been captured in any formats, the respondent stated that the skills had not been captured in any formats and that only he 'owned' the skills he had.

The officer indicated that the section was responsible for planning and advising the management on various issues on planning. Other duties included coordination of research committee that was responsible for approving request for research funding, employment of part time lecturers, and soliciting for research funds. This, he said, had improved service delivery in his department as more members of the teaching and non-teaching staff had been funded for further training/research and were then offering better

services in their respective departments. The activities in the section had equipped the respondent with knowledge of tackling various challenges derived from user departments and these had assisted him in planning.

Performance Contracts Department

The Assistant Registrars indicated that they had skills in drawing up performance contracts, evaluation of performances, analysis of performances, and compilation of data, human resource management, and communication skills. Asked how they received knowledge in the Department, the respondents indicated that through the drawing up of departmental performance contracts, performance contract between the University and the Kenya government, Departments' appraisals and joined forums with similar organizations nationally. The respondents further indicated that they had attended seminars, workshops and joint forums with other Universities, Commission for University Education (CUE), Ministry of Education and other stakeholders where information exchange occurred. Asked if the skills and experiences gained had been captured in any formats for future use, the Deputy Registrar stated that there were no systems for capturing such knowledge in the University and that she owned the skill she had.

The Department was charged with the responsibility of drawing up contracts between the University departments within the University and the Kenya government. The Vice Chancellor signed performance contracts with heads of departments/deans of schools, and respondent indicated that this was a government requirement through the Ministry of Education, which funded University education in Kenya. Consequently, the Department

had to ensure that the University met the terms and conditions of the contracts, as prove to the government through the Ministry of Education that the quality services were being offered in order to continue receiving grants from the government.

Management Representatives

The two management representatives (Registrars in Administration and Academic) stated that they had skills in human resource management, communication skills, data, and analysis, planning, computing and communication skills. The respondents stated that most of the knowledge was captured manually, and major decisions made were kept in files. Asked if their personal skills had been captured in other formats, the respondents said that there was no requirement to do so and that the skills had remained in their brains.

The Registrar, Administration and Planning stated that the management was responsible for implementation of Moi University Council decisions; oversee the day-to-day running of the University, plan and advice the Council on all issues at the University. The Management was, therefore, responsible for service delivery of the entire University and therefore their oversight role was crucial for the service delivery. The respondent further stated that most of the knowledge generated was stored on paper and that it was difficult to keep track on the past performances for reference. This, he said, had contributed to poor service delivery. Askedwhether or not his skills had been captured for future use; he stated that the same had not been captured in any format.

Registry Department

The Records Officers in the Registry Department indicated that they had skills in the management of records, indexing, computing skills, human resource management and business administration. They said that most of the skills were obtained throusgh the formal training, job experiences and in house training. Being at the centre of all the University activities, the respondents had wealth of knowledge in administrative matters. Asked if the skills had been captured in any formats, they said the skills were embedded in their brains and could not therefore be used by other people in future. The clerical officerin charge indicated that inadequate provision of tools and equipment hindered service delivery. He said that the Department did not have adequate facilities such as computers; scanners, printers that would help the department in processing information quickly for better service delivery.

The Department was the centre of activities in the University. These activities included coordination of information exchange between the staff in the campus and satellite campuses, external users of the services, storage and use of records among other services. The section was responsible for receiving, creation, distribution, preservation and storage of records for present and future use. The section was a focal point for information exchange within and without the University. The sections enhanced the services by linking the University management with all the stake holders. The respondent indicated that their skills were obtained through training, seminars, and workshops, and that the same had not been captured in any formats for future use. The section had stored, coordinated and availed records for quick decision making among other functions.

Legal Office Department

The Legal Assistant indicated that he had skills in legal affairs, interpretation of laws, drawing up of contract agreements, interpreting terms and conditions of service, human resource management. He indicated that the administrative skills were derived from the experiences and attending of seminars/workshops. He stated that the combination of the working in and outside the University enabled him to perform the duties effectively. Asked if the skills had been captured in any formats to be used in future, the respondent said same had not been captured and the only thing that had been captured was the operational manuals and other policy documents. The section enhanced services by advising on the legal matters for the University, drawing up of contacts, staff and students disciplinary matters, interpretation of laws, such as labour laws, constitutions, defending the University on legal matters.The respondent indicated that the skills were obtained through training, job experiences, seminars and workshops.

Finance Department

The two University Accountants interviewed stated that they had acquired the highest levels in Financial Management, CPA, MBA, Computer skills, and IT, among other professional skills. In addition, they had experience in working both at the Moi University and Private Sector. They stated that a combination of the professional skills and the experiences were very vital in the management of funds, since every organization had its uniqueness. Asked if the skills and experiences had been captured in any formats, they said none of the skills had been captured in any format and that it was personal to them. The department was charged with the responsibility of managing the University funds by receiving all the revenues, paying creditors, salaries and allowances, preparation

of budget estimates, controlling the expenditure and enforcing financial rules and regulation as per the cascaded service charter and other financial standards.The Accountant indicated that the introduction of finance information management system (IFMIS), had improved on revenue collection, enhanced accountability and improved on service delivery.

Audit Department

The Assistant Auditors in the section stated that they had skills in auditing, financial management, data analysis, computing skills, amongst other skills. The acting auditor stated further he had worked in various organizations and hence had wealth of knowledge in auditing and financial management. Asked if the skills and the experiences had been captured in some formats to enhance the use, the respondent said that skills were personal to him and that the knowledge had not been captured in any formats.

The Department was charged with responsibility of ensuring that funds were utilized for the purpose they were intended for, financial systems controls; auditing financial records to determine whether they reflected actual from the projected, evaluate services and products that were outsourced to determine the right quality, among other functions. The respondent further stated that the introduction of online audit would enhance better service delivery and save money for the University by detecting frauds/misappropriation of funds in advance. He concluded by stating that the professional skills in the Department had enabled the section to maintain the audit standards and had unearthed various scandals and recovery of funds as well as maintaining financial the standards.

Planning and Development Department

The Assistant Registrar in charge of the section stated that he had skills in planning, resource mobilization analysing of data, human resource management, computing skills, evaluation, and project appraisals amongst other skills. The respondents stated that they received information/knowledge in the process of analysing data, seminars, finance allocation meetings, workshops and documentary sources from external partners.

The officer stated that the Department was responsible for planning, analysing data, measuring actual performance against the actual, evaluation of projects among other functions. This, he said, was done to ensure that products and services maintained the quality as prescribed in the Service Charter.

The respondent indicated that the Department had enhanced service delivery by planning for the University and that funding for various projects had been approved for implementation. On further probing, the respondent stated that no mechanisms had been put in place to help capture and store the skills he had.

Customer Care Department

The Customer Care Assistant in the section stated that she had skills in customer care, public relations, computer skills, communication skills amongst other skills. Having worked in various sectors such as the Telecom Kenya, Posta Kenya, the officer in charge indicated that she had a wealth of experience in handling customers. The respondent stated that the customers' desk had allowed them to collect a lot of information from the clients who included the students, suppliers, potential customers, the community and

other stake holders. The respondents indicated that the information collected was analysed by Human Resource Department and the findings were directed to the departments concerned for action.

Asked to state whether or not the skills she possessed had been captured in any formats, the respondent stated that the skills were personal to her and that they had not been captured in any formats. The officer further stated that the section was the face of the University since all the visitors reported to the section. Issues pertaining the University products and services, compliments, and complaints were directed to the department. Therefore, the Department was one of the sources of knowledge that was vital for enhancing service delivery.

Recruitment and Training Department

The Assistant Registrars indicated that they had skills in human resource management, records management, data analysis, administrative skills in recruitment procedures and processes among other skills. They indicated that the skills had not been captured in any formats. The officer in charge stated that the section was responsible for the recruitment of staff for all departments in the university as approved by the ministry of education through the University Council. The functions of the Department included receiving and preparation of user departments' requests for employment as per the staff establishment,conducting interviews, advising the management on the training needs, processing of requests for study leaves and ensuring that the University had well trained staff for the purpose of the service delivery.Collective bargain agreements for the three unions were the main documents in the recruitment process followed by processes as per

the scheme and the terms of service. He further explained that the recruitment of staff was based on the user department's requirements and was aimed at improving quality of service delivery in the University. He indicated that the skills were obtained through the professional training, job experiences, attending of seminars and workshops, and exchange of views amongst the colleagues. He further indicated that the skills had not been captured in any formats for future use. He concluded by stating that the department had enhanced service delivery by carrying preparing interviews for various caders of staff as per budget estimates and that these had enhanced service delivery in teaching,research and other services at the the university.

Quality Management System & ISO Compliance Department

The two Assistant Registrars indicated that they had skills in the quality management systems, performance contracting, strategic planning and management, balance score cards and strategies, human resource management, evaluation of syllabus for students, evaluation of market trends, ISO evaluations and performance evaluations.

The Assistant Registrar indicated that he acquired the skills through formal training, job experiences, attending of seminars and workshops, evaluation of departments among other forums.Asked if the skills had been captured in any formats; they indicated that what had been documented were the processes and procedures but the personal skills were embedded in their brains. The Assistant registrars in charge further explained that the department was charged with the responsibility of assisting the user departments to develop quality objectives, processes and procedures that were aimed at attaining higher quality services and products and to continually improve the services and products. The

Department worked closely with ISO auditors from the Kenya Bureau of Standards (KEBS) that inspected the facilities on a quarterly basis. Since the certification of the University ISO 9001:2008, the officer stated that the services of the University had improved and most members of staff had appreciated the need for quality provision of services and products.

Dean of Students

The Deputy Dean of Students indicated that her office was charged with the responsibility of overseeing students' affairs at all the campuses. It coordinated the election of students' leaders, social needs, security of students, and students' welfare among other functions. She said that limited funds always posed challenges as the needs of students had increased overtime but the budget remained static. The office worked closely with administration and Deans of Schools to enhance smooth running of services to the students. The office was responsible for the wellbeing of the students, both the undergraduates and postgraduates. She stated that the department had enhanced service delivery by offering service to students such as coordinating students' elections across the campuses, coordination of sports among other functions.

Library

Two Senior Assistant librarians were interviewed. The librarians stated that the Library had thousands-worth of knowledge stored in print and non-print materials. Cataloging and indexing of the materials had been done to enhance utilization of the holdings, audio visual materials for listening, rare materials, both published and unpublished. The

librarian further stated that digitization had been done and there was digital repository in place and the library was working towards full digitization of its holdings.

The library was the knowledge hub for scholars. The librarians stated that many research projects had been done through the assistance of the library and the deposits for the projects at the library could attest to that. The librarians had skills in library sciences which were acquired through the formal training, security of information materials, processing of the materials, literature searching, indexing, and cataloguing among professional skills. These had enabled the staff to offer professional services and the library was recognized in the region as a key provider of information materials, binding services amongst other professional services. The librarians indicated that they acquired the knowledge through the formal training, seminars, and workshops.

The librarian indicated that the library had enhanced service delivery to students and researchers as was evidenced by research works that had been deposited at the library over the years.

4.3.1 Methods used to Capture Knowledge at Moi University

The study sought to identify the methods used to capture knowledge at the Moi University. Table 4.1 shows the research findings on this issue.

Table 4.1: Methods used to Capture Knowledge at Moi University

Collaborative tools	Types of correspondences	Use in %	Creation	Storage	Retrieval
Documentary Sources	Memos, letters, Circulars, reports	100%	Internal & external	Files	Manual retrieval tools
Phones	Inquiries, requests	52%	Internal &external	N/A	N/A
Internet	Current affairs, programs details Admissions Emails	70%	ICT Dept.	University website	Online
Cameras	Events recordings	20%	ICT	Online/manual	Online
Workshop evaluation forms	Workshops & seminars	20%	ICT	online/manual	Online
Computers	Daily operations	60%	Online	Online	Online

Source: Research data (2014)

Table 4.1above shows that all the respondents (Departments) used documentary sources as their collaborative tool. Those who used the internet were 70% while 52% used email as collaboration tool. Further probing indicated that email and internet sources were mostly used for personal and private use.

The research findings indicated that documentary sources were the most used tools in business transactions at the Moi University (100%), followed by the internet (70%) and phones (52%). The research findings revealed that documents were still valued as the best collaborative in transacting business hence the need to manage them well. Internet had also penetrated to schools and departments but there was no clear distinction between the

official communication form the private. The respondents indicated that most of the internet usage was for private use and the University was yet to formulate policies in its use. Telephones were also used in transacting business at the University. The research further revealed there were no formal structures for knowledge management at the Moi University.

4.3.2 Discussions of Findings

The research findings revealed that there was expert knowledge at the University. Tacit knowledge was embedded in individual's brains and the same had not been captured in other formats for future use.Workshops, seminars and meetings formed the highest forums for information/knowledge exchange.Explicit knowledge existed majorly in print formats, i.e. books, periodicals, reports, dissertations among other information materials. The research revealed further that explicit knowledge was underutilized due to their nature, manual formats, which could only be used within the Library.Knowledge was captured online but the documentary sources formed the largest source (documentary sources at 100%).Retrieval was also done manually and online.

The above findings concur with those of Uriarte (2008), who found that knowledge management involves, among others the identification and mapping of intellectual assets within an organization. This basically means identifying who knows what within the organization. When viewed in this perspective, knowledge management can be considered as a process of performing of intellectual assets focusing on the organizations unique resources and their crucial functions. Through this audit processes, intelligence, value, and flexibility are added to the identified intellectual assets. In addition, the

intellectual assets are protected from dormancy thus making possible significant improvements in decision making processes as well as services and procedures.

Suresh and Mahesh (2006) observe that modern organizations need knowledge-centric needs as opposed to the traditional quality approaches. They note that the recruitment of staff should be based on the knowledge needs of the organization and retraining of staff as the knowledge needs increases. They further observe that the human resource department should deploy staff by matching the skills of the staff and the needs of the organization. According to Suresh and Mahesh (2006), promotion of staff and departments should be based on the knowledge they generate to the organization or the implementation of knowledge that exists in the organization.

Benbya (2008) observes that Knowledge Management is threatened by ageing workforce. Highly skilled employees in several countries, often referred to as 'baby boomers', have spent their entire careers or major part of them in a particular organization and have consequently built up a tremendous amount of knowledge about how things work and get done. Retirements, downsizing or other forms of staff turnover threaten organizations and too often such knowledge leave the organization with no attempt of capturing the skills and the staff that are left often search for the answers to questions that had been answered, recreate analysis that had been conducted several times or simply fail to heed to previously learned lessons that were never formally identified and captured.

Uriarte (2008) observes that the process of creating knowledge is the most difficult to manage. Often creativity and innovation flourish when there is minimum intervention

from management. Nevertheless, many organizations have no option but to find ways and means to manage this process. Knowledge can be captured in various ways. Knowledge from outside the organization can be captured by accessing different sources such as publications, websites, emails and the internet. Explicit knowledge from within and outside of the organization can be captured in various forms such as printed reports, record of meetings, copies of memos among other sources. The librarian at Moi University confirmed that the library had digitized some of its holdings and the library was in the process of digitizing reports, publications and dissertations to enhance the utilization of the holdings.

Based on the above findings, it became evident that Moi University had expertise knowledge derived from formal training, personal experiences and social interactions. Ackerman *et al.* (1999) observes that expertise identification is the problem of knowing what information or special skills or individuals have. It highlights, consequently, the problem of figuring out who has what knowledge or special skills. Expertise selection is the appropriately choosing among the people with the required expertise. If there are multiple potential experts, it may be useful to select either one or more.

4.4The Extent to which the Application of Knowledge Management Practices has Enhanced Service Delivery at Moi University

The second objective of the study sought to ascertain the extent to which the application of knowledge management practices at the Moi University had enhanced service delivery. The findings from the various departments of the University were as described below.

Quality Assurance Department

The Assistant Registrar at the quality section indicated that the skills he had had enabled him to perform the duties in the section, that included evaluation of students courses, quality analysis among other services in the department,which had enhanced the service delivery of quality services to students.

Human Resources Department

The Deputy Registrar indicated that he had acquired various professional skills and experiences both at Moi University and outside the University. He stated that the skills had enabled him to negotiate collective bargain agreements (CBAs) for the various cadres at the University, properly interpret labour laws and implement the terms of service among other services at the Department

Procurement Department

The procurement officer indicated that he had skills in chain management supply, tendering processes, evaluation of products and services among other skills. The respondent indicated that the skills had enabled him to offer professional services that included processing of tenders, procurement of goods and services and supply of the same to the consumer departments.

ICT Department

The Systems Administrator in the ICT Department indicated that she had skills in computing, and networking among other skills. The respondent indicated that the skills had enabled her to provide professional services which in turn had improved services

delivery such as online hostel booking for students, opening MU-Gmail accounts for that had enhanced official communication amongst staff, connectivity issues among other services.

Dean's Secretariat

The Deputy Registrar indicated that she had skills in computing skills human resource management amongst other skills. She indicated that the skills had enabled to provide professional services to the Deans included scheduling of meetings, offering secretariat services to the committee and enhancing communication to clients within and without the University.

Performance Contracting Department

The Assistant Registrar in the section indicated that he had skills in drawing up contracts, evaluation of contracts among other services. The Assistant Registrar indicated that the skills had enabled him to draw up contracts with deans of schools, directors of campuses and between Moi University and the Kenyan government on annual basis. This had enabled the University to receive grants from the government and fulfil the statutory obligations set by other regulatory bodies.

Management Representative

The Registrar (Administration) indicated that the he had skills in communication, computing and human resource management. The respondent indicated that the skills had enabled him to communicate to staff, students and other stake holders' decisions of the

management and the University Council, confirmation of the appointment for the senior staff, implementation of the strategic plan among other services.

Legal Office

The Legal Assistant indicated that he had skill in interpretation of laws, drawing up of contracts, among other legal skills. He indicated that he had drawn contracts for rented accommodation for students, procurement of University facilities, advising the University management on all legal matters.

Hostels Department

The Hostels Officer indicated that she had skills in housekeeping, and human resource management among other skills. The Officer indicated that she had maintained the services at the hostels department to the standards, managed staff working in the hostels, assisted in online registration and advised the University management on student's accommodation issues. This had made the hostels to remain the best choice for accommodation both to the undergraduate and the post graduate students.

Dean of Students

The Assistant Dean of students indicated that she had skills in education psychology, human resource management, computer skills, among other skills. She indicated that her duties included managing election for students, students counselling, and guiding students in administrative matters such as following funding issues with various sponsors such as the higher education loans board, and the ConstituencyDevelopment Fund (CDF) among other duties. The Officer indicated that through these duties the office had

coordinated all the students' activities and the Dean of Students' office had remained a key player in the service delivery to the students.

Library Department

The Librarian indicated that he had skills in library sciences, computing skills, leadership skills among other administrative skills. He indicated that his duties included guiding students in online searches, provision of information and information materials, processing of knowledge, dissemination of information among other duties. The respondent indicated that thousands of students had passed through the library from undergraduate to post-graduate studies as was evidenced by the theses and dissertations deposited at the library over the years.

Registry Section

The Records Officer indicated that he had skills in records management, computing skills, administrative skills amongst other skills.The respondent indicated that the registry had coordinated administrative functions at the University, providing records effectively and efficiently for quick decision-making which had enhanced service delivery to all the stakeholders.

Senate secretariat

The Assistant Registrar indicated that she had skills in human resources management, computing and communication, among other skills. She further had coordinated the senate functions that included admission of students, course and syllabus development,

teaching, graduation ceremonies among other academic matters. The respondent stated that the functions had improved service delivery at the university.

4.4.1 Discussion of Findings

The study revealed Knowledge Management practices were available at Moi University. This was evidenced by the services that had been provided, including teaching and research as was demonstrated by the librarian who availed theses and dissertations for students that had graduated both at the undergraduates and postgraduate levels. Other proves included the re-certification of Moi University by ISO 9001:2008, establishment of new faculties, for examplethe new School of Agriculture and Natural Resources approved by the senate, human resource management in recruitment of qualified staff and managing the human resource among other services.

4.5 Knowledge Management Policies for Managing Knowledge at Moi University

The third objective of the study was to establish Knowledge Management policies at Moi University for Managing Knowledge. The results on this objective are as described in the sections below.

Quality Assurance Department

The Assistant Registrar in this section indicated that various policies had been put in place to enhance proper management of knowledge. These included ISO quality manuals, service delivery manuals among other documents. The respondent stated that the policies had enabled the section to provide the services as required.

Hostels Department

The Hostels officer indicated that the Department had policies that had been designed for enhancing the operations in the department.These included list of all students accommodated in each hostel, receipts for accommodation fees, code of ethics for students, incidences reports register, sick sheets/leave-out sheets, operations manuals, among other policy documents. She stated that the documents were reference documents and were consulted from time to time and were used for induction of new staffs in the department.

Dean of Students

The Assistant Dean of Students indicated that the Department had various policies that were available for the operations in the section which included the registration of all students, code of ethics for students, election manuals among other operation documents. She indicated that the documents were in place to help the staffs operate smoothly and within the law and that the documents were also used for induction of the new staff in the department.

Human Resource Management

The Assistant Registrar indicated that the section had various guidelines that were used to manage human resource in the university that included the terms of service, CBAs, labour laws among other policy documents. The respondent indicated that the guidelines formed basis for the operations in the section and guided staff in their daily routine.

Performance Contracting Department

The Deputy Registrar in the section indicated that section was responsible for drawing up performance contracts in the university and the government of Kenya. Policy documents were therefore very vital in the section .these included contract manuals, department projections, the service documents. The respondent indicated that these documents had helped the section in providing the services to all the Departments and continual signing of performance contract between the university and the government of Kenya for the funding of the University.

Internal Audit Department

The Senior Assistant auditor indicated that the section was guided by both internal and international policies in the service provision. These included the audit manuals, terms and condition of service documents, CBAs, ISO manuals, among other policy documents.

ICT Department

The Systems Administrator indicated that the section had policy documents that were in place to enhance service delivery that included ISO manuals, ICT service manuals, among others. She indicated that the documents had enabled the section to operate smoothly and that the policies enabled the department to offer services across the campuses that included repair of machines, networking in various campuses, end user training among other services

Recruitment and Training Department

An Assistant Registrar in the section indicated that the section had various policy documents that guided the staff in the daily operations that included the annual budget estimates, recruitment policy, and strategic plans among other policy documents. The respondent indicated further that the documents had been revised severally so as to reflect the current situations in the University.

Legal Office

The legal Assistant indicated that the section had policy documents that enabled the section offer services to the clients that included the Kenya's constitution, international labour laws, CBAs, terms of service, service charter among other documents. He indicated that the policies had guided the section in offering services as documented in the service charter.

Management Representative

The Registrar in the administrative division indicated that the section was responsible for the implementation of all the council decision and had all policy documents for the University that included strategic plans, terms and conditions of service, statutory documents among other policy documents.

Registry Section

The Records Officer in the section indicated that the section had various policy documents that had been developed by the university and in-house policies that had help the section to offer services effectively and efficiently. They included the terms of service

for various cadres of staff, CBAs and in-house policies such as restricted access of documents, restricted circulation of records, and vetting of staff among other policies.

Library Department

The librarian indicated that the library had various policies that governed the operations of the library ranging from the procurement policies, processing of the information materials, lending of the materials, use and maintenance among other policies. The librarian indicated that the said policies had been revised severally to ensure that they were relevant to the current trends in the university.

4.5.1 Discussions of Findings

Based on the above findings, it became clear that each department in Moi University had its own policies for managing knowledge according to their perceived needs. There were no organizational polices for the management of knowledge thus creating a defragmented knowledge management framework which had contributed to the loss and poor utilization of knowledge.

Suresh and Mahesh (2006) observe that knowledge fragmentation in an organization often lowers the quality as the organization excellence is promoted through improved quality and production of goods and services delivered and customer satisfaction.The elements that contribute to these parameters are very large in number.

Uriarte (2008) argues that policies and guidelines need to be established in order to ensure that quality of the organizations knowledge is high. For this purpose, an organization may need to implement a policy of incentives to promote contribution and

use among other policies. This will promote the management of knowledge as an organizational resource.

4.6 TheAppropriateness of ICTs used inKnowledge Management at the Moi University

The fourth objective sought to determine whether or not the ICTs used in knowledge management Moi University were appropriate. The findings on this objective were as presented below.

Quality Assurance Department

The Assistant Registrar in charge of the section indicated that the section had various ICTs that included computers, telephones and a fax machine. The respondent indicated that the user departments used these technologies to communicate to the section. Asked whether or not the technologies were sufficient for the management of the knowledge at the section, the respondent indicated that there were challenges in effective communication to the user department for lack of connectivity/networking at the university which had contributed to delays in the service delivery.

Hostels Department

The Hostels Officer in the section indicated that the Department did not have the ICTs for managing its work and that all the work was done manually. Online booking was controlled by the ICT department and the section only provided the statistics required such as accommodation space, number of students in the hostels, among others statistics.She further stated that about eighty percent of the staff was not trained in the profession and were computer illiterate. She concluded by stating that lack of ICTs had contributed to poor service delivery and delays especially in students clearance at the end

of academic year/exit clearance of students. Appropriate technology, she said, would enhance proper records keeping and retrieval of students'records and the management of space allocation.

Dean of Students Department

The Assistant Dean of students indicated that the section had computers had telephones for use by her clients. She further indicated that there were students' portals that had enhanced communication, MU FM, TV and social media networks. Asked whether or not the technologies were adequate, the respondent indicated that the technology was inadequate since the section could not communicate with all the satellite campuses effectively due to lack of connectivity. She indicated further that that the software used was general and could not support all the function as was required.

Human Resource Department

An Assistant Registrar in the HR section indicated that the Department had a few computers and telephones. The respondent indicated that the computers were used for the general work such as typing and saving knowledge for reference. The respondent indicated further that there some officers did not have computers in the section and that they relied on the secretaries to do the work. The section lacked the required Human Resource Information System (HURIS) to support the human resource functions. The respondent further stated that the section could not effectively communicate with satellite campuses due to inadequate connectivity. The respondentsaid the challenges had contributed to poor service delivery at the section that included delayed communication, updating of staff records, among other functions.

Performance Contracts Department

The Assistant Registrar in this section indicated that the Department had computers, telephones, fax machine and a photocopier. The technologies had enabled the section to offer services to her clients. Asked whether or not the technologies used were adequate, the respondent indicated that lack of networking at the University hindered effective communication and hence inefficient service delivery.

Internal Audit Department

A Senior Audit Assistant indicated that the section had computers, telephones and a photocopier. She indicated the section was responsible for internal auditing of the entire departments in the University. Asked whether or not the technologies used were adequate for the work, the respondent indicated that the technologies were insufficient due to inadequate connectivity between the department and the user departments across the campuses. Lack of networking and inadequate software that could enhance online auditing was among the challenges noted by the respondent.

ICT Department

The Systems Administrator at the ICT Department indicated that the section had computers, telephones, fax machines and cameras for use. Asked whether or not the technologies were adequate, the respondent indicated that the technology were not adequate because of inadequate connectivity hindered effective communication. She indicated further inadequate budgets hindered the departments from servicing the departments effectively.

Legal Office Department

The Legal Assistant indicated that the section had computers, a photocopier and telephones. The respondent indicated that these facilities were no adequate some officers in the section did not have computers. Asked whether or not the ICTs were adequate, the respondent indicated that the ICTs were inadequate since most of them were old and slow in processing of information and that poor connectivity had contributed inadequate communication between the user departments and University clients.

Recruitment and Training Department

An Assistant Registrar at the section indicated that the section had computers, a photocopier and telephones and that the facilities had been used in enhancing service delivery. Asked whether or not the facilities were adequate in the management of knowledge in the section,the respondent indicated that the facilities were inadequate since the software used did not accommodate all the requirement s of the section and that the was poor connectivity/inadequatenetworking which hindered effective communication between the department and the user departments.

Dean's Secretariat Department

The Assistant Registrar indicated that the section had computers and a photocopier. The respondent indicated that the facilities facilitated communication between the section and the Deans among other stake holders. Asked whether or not the facilities were adequate, the respondent indicated that the facilities were inadequate for there was poor connectivity between the section and the satellite campuses, poor backups and that the computers were old and slow in processing data.

Management Representative

The Deputy Registrar in the administration indicated that the section had computers, fax machine and computers that enhanced communication between the staff and the management. Asked whether or not the facilities were adequate, the respondent indicated that the facilities were not adequate because the university had been slow in upgrading the systems, procurement of computers, networking and enhancing effective communication in within and without University.

Finance Department

An accountant in the finance department indicated that the section had computers, photocopiers, telephones and the finance information system that was internet based connecting all the sections of finance at the university. The respondent indicated that the system had enabled the section to offer better and effective services, enhanced accountability, and better management of the resources. Asked whether or not the services technologies were adequate the respondent indicated that the technologies were adequate safe for backups and power blackouts that hindered service delivery at times

Registry Department

The records officer at the section indicated that the section had four old computers and telephones. He further indicated that the computers were old and slow and hence contributed to poor service delivery. The respondent indicated further that the software was not customized and that it was not responsive to the demands of the section. He also indicated that lack of networking hindered utilization of information which contributed to poor service delivery.

Senate Secretariat Department

An Assistant Registrar in the section indicated that the section had computers, a photocopier and telephones that were available for processing and disseminating information. She indicated that the facilities were adequate for the management of the knowledge at the section and that the section had provided the services effectively. However she indicated that tailor made software would enhance better management of knowledge and enhance efficient and effective services to all clients.

Customer Care Section

The section has telephone as the only facility for communication. The customer assistant indicated that the section did not have a computer for the management of knowledge and that this was done manually.

Planning and Development

The Assistant Registrar in charge indicated that the section had computers photocopier and telephones for use. The respondent indicated further that the section lacked software that could help in planning for the university and that planning was done on manually and that had limited the contribution of most stakeholders at the university.

Research and Extension

The Assistant Registrar in the section indicated that the section had computers, printers, photocopiers, telephones and fax machines. The respondent indicated that the despite the availability of the ICTs, the software did not adequately serve the section because of the variety of services that were provided in the section.

Quality and ISO Compliance

The Senior Assistant Registrar indicated that the section had computers, printers, photocopiers, and telephones. He indicated that the section had adequate facilities but the software in use was not comprehensive to accommodate all the functions of the department and that lack of a network with user department slowed the processes since the officers had to visit every department for evaluation and training.

Library Department

The Assistant librarian indicated that the library had various ICTs that included telephones, printers, and computers among other devices. The respondent indicated that the facilities had enabled the library process the information materials, online procurement-books, E- journals among other online services provided for at the library

However lack of networking of University campuses had limited service provision to clients across the campuses and hindered inter- library loaning that help the libraries to share resources.

4.6.1 Discussion of Findings

The research findings revealed that Moi University had challenges ranging from inadequate facilities, software, lack of backups, poor connectivity, and poor ICT framework. These had contributed to limited access to knowledge, sharing of knowledge and dissemination of information.

This finding is similar to those of the External auditor's report (2008) which indicated that there was lack of an information technology strategy and a steering committee in the University. The committee was responsible for setting up strategies for the future of ICTs

and its use in leveraging business processes in the University. The Report further indicated that there was no steering committee charged with the responsibility of overseeing information systems and activities and ensuring that IT strategy and policies were aligned to and consistent with the University's core business.

The World Bank (2014) has recognized the critical importance of effectively utilizing new information and communication technologies (ICTs) to meet the growing need for a more sophisticated labour force, manage information systems and contribute to poverty reduction around the world. Support for ICTs in education includes assistance for equipment, capacity building, educational content, distant learning, digital literacy, policy development, monitoring and evaluation and media outreach.

4.7 The Challenges faced by the Staff in Managing Knowledge at the Moi University

The respondents were asked to state/indicate the challenges they faced in managing knowledge at the Moi University. The respondents'views from across the various service departments were as described below.

Quality Assurance Department

The two Assistant Registrars cited a number of impediments to knowledge management in the quality assurance department of Moi University. The respondents indicated that most custodians of information /knowledge failed to forward information as required and at times gave inadequate information which forced the receivers of the information to do the follow up. This wasted time and limited the smooth operations of the services and

also contributed to the loss of knowledge, incomplete information which hindered effectivesharing of knowledge.

Registry Department

The Records officer from the Registry indicated that there were inadequate facilities such as computers, scanners, and fax machines, photocopiers among others. The respondent indicated that there were no adequate facilities to manage knowledge. The respondents stated that some of equipment was old and irregularly serviced. The respondents further indicated that the facilities were not evenly distributed as some heads of departments had more than enough facilities, yet the staff in service departments had limited or no facilities.

ICT Department

The system administrator in ICT Department indicated that there were inadequate skilled staffs to manage information. The respondent indicated that some departments had same cadre of professionals who had the same academic levels and were no tknowledgeable in matters of managing knowledge through the stages and that knowledge was created for immediate use and the same was destroyed with no attention to its future use.

Human Resource

The Assistant Registrars in Human Resource Management indicated that there were no policies/guidelines for managing knowledge and that the current management of knowledge was based on personal convictions and decisions. Knowledge was created and destroyed at will since there was no established policies/guidelines as per what

information should be created and destroyed since there was no established office to coordinate the flow of information in and outside the university.

Quality Management System

The Assistant registrars in quality management system indicated that the staffs were not committed to the management of knowledge since according to them they had no obligation to manage knowledge since they were not "employed to manage knowledge."The respondents stated that managing knowledge was seen as extra duties which could be done only when time allowed.

Procurement Department

The procurement officers indicated that budget allocations had remained the same over the years despite increases in the cost of goods.The officer further reiterated that the Department was unable tokeep up with the user demands,resulting in poor service delivery.

Hostels Department

The Hostels Officer indicated that there was inadequate supply of materials such as those for cleaning, fire fighting equipment and computers among others.Another challenge faced by the Department was lack of professional training. The Officer estimated that approximately 80% of the staff that were working as housekeepers, assistant house keepers, janitors had not been trained in performing their current duties. The research found that a majority of the staff in this Department was not computer literate and as

such, even if the University were to install computers, the problem of poor services would not be eliminated.

Students' affairs

The Assistant Dean of students indicated that low funding hampered service delivery. The Officer said that the staff had to arrange for meetings, travel across the campuses, supervise elections and that most of these activities were not well funded. The administrator said these problems had created knowledge gaps.The officers at customer care section indicated that lack of recognition for staff who contributed valuable information had discouraged employees from sharing knowledge to improve service delivery.

Performance Contracting Department

The Assistant Registrar stated that there were challenges in managing knowledge due to lack of networking which would have speeded up the communication between the departments, and Poor provision of backups.

Legal Office

The respondent indicated that the staff were not interested in managing knowledge and had little commitment since it had not been prescribed in their job descriptions.The respondents indicated that poor Knowledge Management had contributed to poor service delivery in the Legal Office.

Finance Department

The Accountants in the Finance Department indicated they had not set aside funds for Knowledge Management functions. Therefore, the Knowledge Management operations at the University were not properly funded.

Recruitment and Training Department

The Assistant Registrar indicated that there was a poorly structured framework for Knowledge Management.This had contributed to loss of valuable knowledge.The respondent noted that lack of appropriate organizational framework had made it difficult for the various departments to share knowledge for the benefit of the whole organization. He stated that this had created knowledge gaps that had contributed to in efficiency in providing comprehensive information/reports

4.7.1 Discussions of Findings

The study findings revealed that Moi University faced numerous challenges in the management of knowledge.These challenges included inadequate facilities for managing knowledge, inadequate policies for Knowledge Management, inadequate budgets, technological challenges such as networking and the people's issues.

The above findings concur with the views of Davenport and Prusak (1998) that Knowledge Management can be perceived at three levels, namely individual, organizational and network. The main goal of Knowledge Management, therefore, is to enhance innovation. In this way, most organizations are beginning to heavily invest in the

development of knowledge systems to support knowledge work and enhance organizational learning.

Similarly, Uriarte (2008) observes that one of the biggest challenges to successful implementation of Knowledge Management is improper address of the cultural change issues. Knowledge Management efforts must be focused on these organizational changes. Institutions need todevelop programmes to reach out to individuals involved. These programmes must include, among other things, advocacy, communications, training, policies procedures and incentives.They must also include knowledge proficiencies, a comprehensive measurement systems and creation of an organizational team to lead and support the Knowledge Management effort. The leadership of an organization must be combined with a culture based on sharing. From an economic point of view, Knowledge Management should be considered not as expenditure but as an investment in the efficiency and comprehensiveness of an organization.

4.7.2 Possible solutions to the challenges

The respondents suggested possible solutions to the challenges faced by Moi University in implementing knowledge management. The study grouped the challenges into two categories. These were: organizational and individual based solutions. Organizational solutions focused on the need for Moi University to formulate Knowledge Management policies, set up a KM coordinating office, establish an IT framework, set budget for KM functions and motivate staff.Individual based solutions included seeking adequate training, reversing poor attitudes and improving individual commitment. The respondents recommended for personal effort in seeking training, change of attitudes towards KM and

personal commitment in ensuring that KM becomes a success at the University.They also proposed that Moi University ICT Department should endeavour to eliminate problems relating to networking and provision of backups.

4.8 Conclusion

Knowledge is considered as key in organizational decision-making.It is especially of great significance in knowledge-intensive organizations such as universities. The combination of the knowledge (explicit and tacit) can help an organization to gain competitive advantage. The documentation of existing knowledge and the development of a knowledge sharing culture within a learning environment can create opportunities for innovation and creativity.

The study findings showed that Moi University has significant opportunities to apply knowledge practices to support every strategy in the pursuit of its mission. In the recent past, Moi University has begun to expand towards offering online courses at the institute of open and distance learning (IODL).Learning and virtual universities around the world provide tremendous opportunities for the potential students to opt for variety of courses at the click of the mouse. However, the success of such programmes depends majorly on how institutions have put in place strong knowledge management processes and infrastructure. The primary focus of knowledge management is to acquire, store, analyses, distribute and create new knowledge to add value to products and enhance service delivery.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The chapter provides a summary of findings, conclusion and recommendations. The summary, conclusion and recommendations are outlined according to the research objectives.

5.2 Summary of the Research Findings

This section provides a summary of the research findings based on the objectives of the study.

5.2.1 The first objective of the study was to establish the types of knowledge available and how it was managed at the Moi University

The study established that expert knowledge existed at the University in the both tacit and explicit knowledge derived from various sources. Tacit knowledge was gained through the staff professional training, experiences, ideas, values and personal beliefs.The study further established that workshops, conferences, meetings and social (informal) meetings with colleagues were the main sources of tacit knowledge.

Explicit knowledge existed in various types that included collective bargain agreements for the staff unions, Moi University service charter, terms of service, procedure manuals, University calendar, strategic plans and other policy documents that are generated within the organization. The study further established that documents that were received from the University's stakeholders formed part of the explicit knowledge in the University. Such documents included those from the Ministry of Education, Science and Technology

(MOEST), Commission for University Education (CUE), the Kenya Bureau of Standards (KEBS), the treasury and other stakeholders.

The study also established that the University Library was the highest custodian of explicit knowledge that was kept in books, periodicals, thesis, dissertations, reports, public and inaugural lectures, and book talks, among forms of knowledge assets.The Library had established a digital repository which assisted researchers in resource access across the campuses.The digitization of the library holdings was on-going.

The study established that most of the University business transactions were captured in documentary formats, ranging from minutes of meetings, reports, programmes offered, tenders, examinations for students, research findings among other business functions. Much of the Moi University's knowledge was captured on paper and stored in filing cabinets and open shelves.

The study further established that there were no mechanisms to capture tacit knowledge and, as a result, a lot of tacit knowledge had been lost through staff turnover and loss of documents. The study further found that the internet was used both for private and official purposes and it was hard to draw the line between the two.That documents that were received from external sources/stakeholders were classified, indexed, filed and assimilated into the system as part of the official records.That the ICT Department had had established *mu gmail* accounts for staff members that were used to enhance official communication in the University's efforts to separate private and official communication.

The ICT Department had established a portal to facilitate students'online booking of hostels. On its part, the Finance Department had established an Information Financial Management System (IFMIS) and all financial transactions were done through the system.

5.2.2 The Second objective of the study was to ascertain the extent to which the application of knowledge management practices had enhanced service delivery

The study established that the staff at the Moi University had various expert knowledge derived from their professional training, attending of seminars and workshops, and job experiences. The application of knowledge practices had enhanced service delivery in Moi University, as was evidenced by activities such as teaching, research, library services, and procurement among other services. This had enabled Moi University to be ISO certified institution, under ISO 9001:2008, re-certification of the same, and signing of successive performance contracts between Moi University and the Kenya Government, among other legal requirements.

5.2.3 The third objective of the study was to examine the policies that had been formulated by Moi University to manage knowledge

The study established that the University departments managed knowledge according to their own perceived needs. Most of them had developed their own guidelines to manage knowledge. The study further established that Moi University did not have an organizational policy for managing knowledge. This had contributed to loss and underutilization of knowledge due to defragmentation.

5.2.4 The fourth objective of the study was to determine whether or not Moi University used appropriate ICTs in managing knowledge

The study established that Moi University had invested in IT infrastructure and that ICTs had been adopted by many departments. However, the study further found that the University had not established an appropriateICT framework and that most of the computers were used by employees for private work. It further emerged that the software used was unsuitableas it did not provide acomprehensive approach to managing knowledge. In addition, there was poor connectivity/networking which discouraged knowledge sharing among the staff/departments.

5.2.5 The fifth objective of the study was to establish the challenges faced in managing knowledge at the Moi University

The research findings indicated that the University faced various challenges which hindered effective service delivery. These were as enumerated below.

1. The methods used to capture tacit knowledge were inadequate and there was loss of knowledge as a result of high staff turnover, lack of exit interviews, poor handing over strategies, activity reporting, and inadequate workshop evaluation strategies.
2. There were no procedure manuals/work instructions that could guide new staffs in their operations.
3. There were no organizational policies to inform knowledge management activities and departments had come up with their own policies to try and manage knowledge according to their perceived needs.
4. Challenges were faced with regard to use of ICT platforms and tools that needed advanced IT skills to use, create and access knowledge.

5. There was poor connectivity between the knowledge creators and users, and poorly designed knowledge management framework that had contributedto wanton loss of knowledge

5.3 Conclusion

The conclusions were drawn from the study findings as per the objectives of the study.

5.3.1 The Type of Knowledge Available and Management at the Moi University

Based on the research findings, it is clear that both tacit and explicit knowledge exist at the Moi University. Tacit knowledge exists in the form of skills engrained in the brains of individual employees. This knowledge is derived from these individuals' professional training, experiences, beliefs, values and practices. Explicit knowledge is found in research reports, books, journals, collective agreement bargains, schemes of service, work procedures and processes, tender documents, labour laws, legal documents and policy documents.

In addition, tacit and explicit knowledge is used in the provision of services. Unfortunately, there is loss of tacit knowledge due the inadequate strategies to tap it from the staff leaving the services of Moi University.Moreover, explicit knowledge is underutilized due to limited access points.

5.3.2 The Extent to which the Application of KM Practices had Enhanced Service Delivery

The staff members at the Moi University have expert knowledge that is derived from professional training, attending of seminars and workshops and work experiences.The

application of this knowledge has enhanced service delivery at the Moi University. Such services include teaching, research, procurement and community service. As such, the knowledge management practices have enhanced serviced delivery at the Moi University.

5.3.3 Policies formulated by Moi University to Guide KM Practices

Every department at the Moi University has formulated their own polices for managing knowledge according to their perceived needs. However, there is no overall organizational policy framework to guide the management of knowledge at the University.

5.3.4 The Use ofappropriate ICTs in KM Practices at the Moi University

The application of ICTs has been adopted in all departments at the Moi University.Nevertheless, there are knowledge gaps caused by poorly structured ICT framework. As such, the ICTs being used in knowledge management at the University are inappropriate.

5.4 Recommendations

The study revealed that numerous challenges were faced in the management of knowledge at the Moi University. Therefore, the following recommendations are made to improve KM practices at the University:

5.4.1 How knowledge was Captured, Stored and Retrieved

The study found that Moi University was losing tacit knowledge due to high staffturnover and poor records management. The study, therefore, recommends the following to the various organs of the University:

1. The Human Resource Department to adopt mechanisms for tapping tacit knowledge from the staff that leave the services of the University through retirement, resignation or any other form of attrition.Handing over reports for staff serving on end of contracts, staff exit forms and staff handing over forms should be designed for these purposes.Examples of these documents are presented in appendices 2 and 3.
2. The Human Resource Department to introduce staff rewards for staff those give/apply knowledge for the benefit of the organization.
3. The Library management should enhance digitization of the libraries' holdings to enhance utilization of the explicit knowledge in the library.

5.4.2 The extent to which the application of knowledge management practices has enhanced service delivery

The study revealed that indeed knowledge management practices had enhanced service delivery at various service delivery points such as teaching, research and human resource management among others services at the Moi University. However, the study found that there were knowledge gaps that had been caused by inconsistencies in the management of knowledge.The study, therefore, recommends to the Human Resource Department to:

1. Organize in-house training for staff that has low IT skills.
2. Allocate duties according to staff qualifications.
3. Recruit staff based on the organizational knowledge gaps.
4. Arrange for induction for new staff upon reporting toduty.

5.4.3 Examine the policies that had been formulated by Moi University

The study established that there were departmental policies to manage knowledge based on perceived knowledge needs. Interestingly, departments destroyed knowledge at will when they deemed the knowledge had expired. Such knowledge was never shared to other departments. As such, there were knowledge gaps and incomplete information in some departments.This study, therefore, recommends that the Moi University management should establish a knowledge management office to coordinate knowledge management functions, including the formulation of organizational policies for knowledge management.

5.4.4 Whether Moi University used the appropriate ICTs in knowledge management

The study revealed that Moi University had invested in ICTs and that the use of ICTs had penetrated all the departments.However, there were challenges on the appropriate technology in use. As such, the following recommendations are made:

1. The ICT directorate to analyse the software that are being used in various departments with a view to provide customized software that will suit users' needs.
2. Provide a system that will enhance knowledge sharing across the campuses.
3. Provide backups to support Knowledge Management functions.
4. Enhance end-user training for better utilization of the available knowledge by the staff.
5. Create staff data banks to help the staff to update their CVs.

5.5 Suggestions for Further Research

There is need for further research on the explicit knowledge that is held by the chief officers of the University so as to identify personal documents and separate public knowledge from private knowledge since there seems to be no boundary between private and public knowledge generated in these offices.

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APPENDICES

APPENDIX 1: INTERVIEW SCHEDULE FOR SENIOR STAFF IN THE SELECTED SERVICE DEPARTMENTS

Introduction

I am a final year master's student in the school of information Sciences, Moi University; carrying a research on the title "**The role of knowledge management in enhancing service delivery at Moi University".** The information that you will provide shall be used for academic purposes only. Thanks

DATE……

TIME……

DEPARTMENT/SECTION……

DESIGNATION…….

1. What do you consider to be the most valuable knowledge that you hold in your current role?
2. How do you obtain the knowledge and information for daily operations...?
3. What documents /sources help you in achieving your daily obligations...?
4. To what extent have your skills contributed to the service delivery at Moi University?
5. What policies do you have in place for managing knowledge?

6. Do you have the appropriate technology for managing knowledge? No/Yes

7. Please elaborate……...

8. How do you determine the success / failure in your service delivery?

9. What are the potential risks in the management of knowledge and information in this area?

10. Who do you consider to be key contacts inside and outside the organization

b Are there unexploited ideas that you may wish to share?

11. What challenges do you face in the management of knowledge and information?

12. Kindly suggest possible solutions to the challenges identified in your area of Operation /Specialization?

APPENDIX 2: PROPOSED HANDING OVER FORM

HR/SHF/0I

MOI UNIVERSITY

OFFICE OF THE DEPUTY VICE CHANCELLOR

ADMINISTRATION, PLANNING AND DEVELOPMENT

HUMAN RESOURCE DEVELOPMENT

HANDING OVER FORM

Personal details

Department/Section…….

Position(s): From ……. TO……..

a) What can you consider to be your main achievement(s) during your tenure?

……

……

……

……

b) Were you compensated for the achievements? Yes…….No……

Kindly explain

……

……

……

……

……

c) What were the main challenges during your tenure?

……

……

……

d) How did you mitigate the challenges?

……

……

……

e) What sources of information did you use in mitigating the challenges?

……

……

……

f) In your own opinion, what can be done to enhance better service delivery at Moi University?

……

……

……

g) Are there any unaccomplished missions (s) you did not accomplish? Kindly explain

……

……

……

……

h) Kindly give any other information that may help in improving the services in the department

……

……

……

PART B

i) Kindly list the University property in your possession.

……

……

……

……

I…….. declare that the Information provided above is true to the best of my knowledge.

Signature……Date……

Registrar (HR)

Received ……Signature…… Date……..

APPENDIX 3: INTERVIEW SCHEDULE FOR OFFICERS LEAVING THE SERVICES OF MOI UNIVERSITY

HR/SEF/02

MOI UNIVERSITY

OFFICE OF THE VICE CHANCELLOR ADMIN & FINANCE

INTERVIEW SCHEDULE FOR OFFICERS LEAVING THE SERVICES OF MOI UNIVERSITY

PERSONAL DETAILS

1. Position(s) held and period

……

2. Major achievements during your tenure?

……..

……

3. Major challenges encountered during the period…….

……

……

……

4. What challenges did you encounter during your tenure in the office?

……

……

……

5. How did you handle the challenges?

……

……

6. What were your main sources of knowledge and information in mitigating the challenges?……

……

……

7. What do you consider to be the main achievements? Kindly explain……**...**

…….

……

8. Kindly provide any other suggestion(s) that may enhance better service delivery……

……

……

Thanks for providing the information and we wish you the very best in your future undertakings.

APPENDIX 4: PERMISSION TO CARRY OUT RESEARCH

MOI UNIVERSITY

INTERNAL MEMO

FROM: Ag. Deputy Vice Chancellor (A&F) **DATE:** 29th July, 2013

TO: To Members of Staff **REF:** MU/ACD/1/5 A

SUBJECT: PERMISSION TO CARRY OUT RESEARCH
~ JOHN K. KAGOTHO -IS/MPHIL/033/11

The above named who is a bonafide student of Moi University, School of Information Sciences pursing M.Phil Degree, has requested to carry out research in your department.

He will conduct his research on **'The role of knowledge management in enhancing service delivery at Moi Univesity'.**

Any assistance accorded to him will be appreciated.

P. C. BARMASSE
FOR: AG. DEPUTY VICE CHANCELLOR (ADMIN. & FINANCE)

PCB/cua

APPENDIX 5: MINISTRY RESEARCH AUTHORIZATION LETTER

REPUBLIC OF KENYA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
STATE DEPARTMENT OF EDUCATION

Telegrams: "EDUCATION", Eldoret
Telephone: 053-2063342 or 2031421/2
Mobile : 0719 12 72 12/0732 260 280
Email: cdeuasingishucounty@yahoo.com
: cdeuasingishucounty@gmail.com
When replying please quote:
Ref: No. MOEST/UGC/GEN/7/61

Office of The County Director of Education,
Uasin Gishu County,
P.O. Box 9843-30100,
ELDORET.

Date: 15th August 2014

John Karuri Kagotho
Moi University
PO BOX 3900-30100
ELDORET

RE: RESEARCH AUTHORIZATION

This office has received your request for authority to carry out research on "*The role of knowledge management in enhancing service delivery at Moi University, in Uasin Gishu County.*"

We wish to inform you that your request has been granted for a period ending 5th December , 2014.

The authorities concerned are therefore requested to give you maximum support.

We take this opportunity to wish you well during this research.

VIOLA KIGEN
For: County Director of Education
UASIN GISHU COUNTY

/pcy

APPENDIX 6: RESEARCH AUTHORIZATION LETTER

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:
8th July, 2014

NACOSTI/P/14/5724/2093

John Karuri Kagotho
Moi University
P.O.Box 3900-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"The role of knowledge management in enhancing service delivery at Moi University,"*** I am pleased to inform you that you have been authorized to undertake research in **Uasin-Gishu County** for a period ending **5th December, 2014.**

You are advised to report to **the Vice Chancellor, Moi University, the County Commissioner and the County Director of Education, Uasin-Gishu County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The Vice Chancellor
Moi University.

The County Commissioner
The County Director of Education
Uasin-Gishu County.

APPENDIX 7: RESEARCH PERMIT

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice

REPUBLIC OF KENYA

National Commission for Science, Technology and Innovation

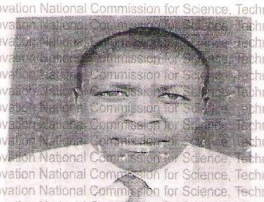
RESEARCH CLEARANCE PERMIT

Serial No. A 2200

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:
MR. JOHN KARURI KAGOTHO
of MOI UNIVERSITY, 0-30100
ELDORET,has been permitted to conduct research in *Uasin-Gishu County*
on the topic: *THE ROLE OF KNOWLEDGE MANAGEMENT IN ENHANCING SERVICE DELIVERY AT MOI UNIVERSITY*
for the period ending:
5th December,2014

Permit No : NACOSTI/P/14/5724/2093
Date Of Issue : 8th July,2014
Fee Recieved :Ksh 1,000



Applicant's Signature

Secretary
National Commission for Science, Technology & Innovation