# EFFECT OF KNOWLEDGE SHARING ON MANAGEMENT DEVELOPMENT AT KENYA WILDLIFE SERVICE

**BY**

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## DECLARATION

I declare that this dissertation is my original work and has not been previously published or submitted elsewhere for award of a degree. I also declare that this contains no material written or published by other people except where due reference is made and duly acknowledged.

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Sign_____ Date 08.11.2021

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And have approved it for examination

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## ABSTRACT

Management development fails to realize its full potential because of various reasons including employees with knowledge either failing to share the knowledge or exiting the organization. The main objective of this study was to establish the effect of knowledge sharing on management development at KWS. Specifically, this study sought to establish the effect of databanks on management development at KWS; determine the effect of organizational manuals and publications on management development at KWS and to examine how communities of practice affect management development at KWS guided by three theories (theory of organizational knowledge, theory of Knowledge Management and the Human Capital Theory. The design adopted for this study was the descriptive survey with a target population of all 411 employees in senior (JG1-4) and middle management levels (JG5-6) at KWS at its headquarters, Air wing, Central Workshop, KWS LEA, WRTI and across the eight administrative conservation areas (Central Rift, Coast, Eastern, Mountain, Northern, Southern, Tsavo and Western). Stratified simple random sampling was applied in selecting 124 (30% of the total population) study subjects. This study used primary data that was collected by a structured questionnaire that was tested beforehand in order to correctly formulate the questions and to remove any ambiguity therein. To test the internal consistency of the instruments in this study, a reliability analysis was performed using the Cronbach Alpha test. The data collected was analyzed using both descriptive statistics (mean scores and stand deviations) and inferential statistics (Pearson Product Moment Correlation Coefficients and Multiple Coefficients). Findings showed that organizational manuals and publications had a strong and significant positive relationship with management development while databanks and communities of practice had moderate and significant positive relationship with management development. It was clear that changes in management development at the KWS are associated with knowledge sharing initiatives within the organization and that organizational manuals and publications showed the greatest contribution by knowledge sharing on management development followed by communities of practice. Databanks had the weakest contribution to management development at KWS. It was recommended that the organization needs to emphasize on mechanisms for documenting a database system through creation and dissemination of knowledge and that it needs to make the documented manuals and publications readily accessible to staff in the organization for standardization of operations and development of managerial competencies. It further recommended that that future studies needs to combine methodologies from both quantitative and qualitative research designs.

## ACKNOWLEDGEMENT

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## DEDICATION

This dissertation is dedicated to my lovely Mum Nipher Nekesa for her continued prayers; my wife Violet and my two lovely daughters (Mercy and Manuela) for the sacrifices they underwent to see me through my studies.

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## ACRONYMS AND ABBREVIATIONS

| | |
|---|---|
| CP | Communities of practice |
| DT | Databanks |
| JG | Job Group |
| KBV | Knowledge-Based Vision |
| KCA | Kenya College of Accountancy |
| KWS | Kenya Wildlife Service |
| KWS LEA | Kenya Wildlife Service Law Enforcement Academy |
| MD | Management Development |
| WRTI | Wildlife Research and Training Institute |
| METT | Management Effectiveness Tracking Tool |
| NACOSTI | National Commission for Science, Technology and Innovation |
| OMP | Organizational Manuals and Publications |
| PAs | Protected Areas |
| SPSS | Statistical Package for Social Sciences |

## OPERATIONAL DEFINITIONS OF KEY TERMS

| | |
|---|---|
| **Communities of practice:** | A formal network of employees faced with common issues hence come together either virtually or face to face to share and learn from each other (Mercieca, 2017). |
| **Databanks:** | Repository of well-maintained data and or information on a single or grouped subjects in way that would allow easy accessibility and efficient retrieval by multiple users (Meyer 2011). |
| **Management Development:** | A process of creating and improving the capacities of managers and potential managers (Boella et al, 2019) |
| **Organizational Manuals** | A set of guiding principles and rules aimed at influencing actions and decisions that are reflected on agreed practices (Sadq, 2020) |
| **Organizational Publications:** | Written media (information bulletin and employees manuals) containing various organizational and non-organizational information as well as information of interest to employees on a given issue issued periodically within the organization (Guns, 2018). |

# CHAPTER ONE
# INTRODUCTION

## 1.1 Background of the study

Developing managerial competencies in organizations has been deemed as a proactive approach in growing businesses and therefore ensuring a sustained competitive advantage in the business environment. According to Noreen and Morley (2003), a number of changes are putting pressure on organizations to embrace modifications in their operations for continued survival. They noted that these changes have a direct impact on performance abilities in the workplaces and they include heightened competition; rapid technological changes; changing and more fluid industry boundaries; increasing customer awareness and expectations; international regulatory and legislative frameworks; changes in the workforce profiles as well as increasing demands for better quality. Noreen and Morley (2003) added that these changes have great repercussions for an organizations' managerial teams that must consistently reflect on the type of organizational culture and management style that will suffice in a changing operating environment. They emphasized that these changes point out the need for internal practices and processes within the organization in order for the needed management skills to be built within the organization.

The dynamic for operating business environment is putting pressure on many organizations to embrace management development as a strategic tool for continued operations. This is because many organizations are facing ever increasing challenges in finding qualified replacements in managerial positions from external (Mumford and Gold, 2004). Garavan (2007) asserted that with a shrinking pool of requisite knowledge and skills, organizations need to institutionalize systems or procedures of identifying steady or focused managers so as to equip them with the suitable managerial development openings. Sheri-Lynnel L & Parbudyal (2007) pointed out that other factors pressurizing organizations to adopt new management styles include the rising need for strategic thinking tailored towards avoiding complacency based on own performance as well as the need to cope with expected changes in the workforce establishments. These external and internal modifications call for adoption of processes and practices within the organization in order for the needed management skills to be built and retained within the organization for sustained performance levels.

Cao et al (2016) argued that if organizations fail to develop their managerial teams, their future can become dangerously uncertain. They posit that management development is key in organizations as it significantly contributes to the growth of the organization by assisting the managerial team gain the requisite skills and competences to meet the organization's present and future needs. As Garavan et al (2017) noted, changes in the business operating environments have made changes in the workplaces that have demanded continuous managerial education mainly relying on strong managerial and interpersonal skills than ever before.

While studying the effectiveness of managerial development in an Irish engineering firm, Roisin (2016) noted that the modern workplace is undergoing quick changes within its setup and thus the need for the human capital establishment to continuously acquire and maintain skills, knowledge and innovation. Roisin (2016) that the current demand for knowledge and innovation forces the development and improvement of the managerial teams is a center of concern within professional organizations. He pointed out that for organizations to maintain the needed competitive advantage in the ever dynamic business environment, organizations need to focus on developing their managerial teams through various forms of management development programmes. Consequently, this requires knowledge sharing initiatives in organizations in order to provide managers with the necessary skills to deal with the dynamism in the operating environments. This is supported by Yeo et al (2013) who pointed out that it is important for the organization to persistently manage the knowledge among its employees so that at any time even when one employee leaves, others can continue to maintain the knowledge relevant to the job.

When studying how knowledge management is key in organizational management in Nigeria, Omotayo (2015) found out that knowledge management helps organizations share valuable organizational information, reduce redundancy, avoid re-inventing the wheel, reduce staff training time, maintain intellectual capital as an organization losses employees and to adapt to changing market conditions. In the Kenyan context, Lubanga (2007) studied management development strategies at Kenyatta National Hospital. Mosoti and Masheka (2010) studied knowledge management: the case of Kenya and found out that employees

share knowledge or information by creating written materials such as organizational training manuals, as well as good practices and lessons learned in the workplace. Gakuo and Rotich, (2017) conducted a descriptive study on knowledge management as an important tool in organizational management and found that the application of knowledge greatly influences the performance of commercial banks in Kenya.

### 1.1.1 Knowledge Sharing

Osterloh and Frey (2000) argue that information sharing is "a key element of competitive advantage for companies". Alavi and Sahebi, (2017) assert that the exchange of knowledge is shared by others with their own knowledge, supporting the level of coordination. Yang (2017) argued that work-related knowledge is the most important knowledge that an employee must share with his / her workmates and the entire organization. The knowledge that people possess concerning their work is known as a work-related knowledge or work knowledge. Work-related knowledge includes work-related activities such as performance ideas, practices, general performance strategies, organizational processes and competition and customer insights as well as information about people and their past experience relevant to the job (Yang, 2017). Syed-Ikhsan and Rowland (2004) added that sharing knowledge is essential to corporate success because it leads to the achievement of knowledge in the organizational domain for training or innovation operations.

There is increasing evidence that organizations and her members are more productive when knowledge is shared and learned by members of the organization (Agrawal, 2006). However, it is noted that this knowledge sharing is effected through codification (where data and information is stored in databases and retrieved on need basis) and personalization (direct person to person contact) strategies. According to Anantatmula and Kanungo, (2007), effective knowledge sharing leads to improved organizational processes such as collaboration and communication which ultimately improves employees' skills so as to facilitate continuous organizational learning.

According to Ritala et al (2015) knowledge sharing is the provision and reception of the know-what and know-how for performing tasks among organizational members. Guns,

(2018) observed that initiatives for knowledge sharing include adoption of tools such as brain storming sessions, social networks, debriefs, strategy or action planning meetings, peer reviews, video conferencing, the internet, emails, phones, chat rooms, messages, tweets, discussion forums, wikis, and webinars.

### 1.1.2 Management Development

Boella et al, (2019) defines management development as a process of creating and improving the capacities of managers and potential managers and is considered as a long-term development plan based on maximizing managerial performance incorporating both informal and informal elements such as learning from everyday experience. He stated that management development programs within the organization are aimed at identifying and recruiting potential managers and developing their knowledge and skills to meet the needs of the organization. It also prepares managers as well as potential managers for higher or senior positions in organizations. He added that management development activities include management education, short courses, management training, mentoring and coaching.

Mumford and Gold (2004) have described management development as an attempt to improve management performance through the learning process. Armstrong (2014) stated that management development aims to improve the performance of managers in their current roles and prepares them for more responsibilities in the future adding that management development is the process where managers learn and improve their skills not only for their own benefit but also for their organizations. Harrison (2020) argued that leadership skills and managerial development can be measured in terms of the participants' self-esteem, behaviour change, incentives, actions, mutual goals as well as influential relationships in the workplace. For this study, management development will be assessed in terms of the effectiveness of management development in the Kenya Wildlife Service.

### 1.1.3 Overview of Kenya Wildlife Service

Kenya Wildlife Service (KWS) was established by the Wildlife (Conservation and Management) Act, 1989 (now repealed and replaced by Wildlife Conservation and Management Act, 2013). The overall mandate of KWS is to conserve and manage wildlife in Kenya. The Constitution of Kenya, 2010 provides that wildlife is a national asset to be

managed for the benefit of the present and future generations and this therefore places a lot of responsibility on KWS as the custodian. KWS is also responsible for management and protection of important and critical water catchment areas. It also complements national security agencies in fighting insecurity and enhancing the country's border security in some of the bandit prone hot spots. KWS manages approximately 8% of Kenya's total landmass (about 48,000 km2), comprising 23 National Parks, 28 National Reserves, 6 Marine National Reserves, 4 Marine Parks and 4 National Sanctuaries (KWS, 2018). Furthermore, the Service manages wildlife outside protected areas through KWS stations spread across the country. The Service is organized into eight conservation areas, the headquarters, two learning institutions (WRTI and KWS LEA) and the Air Wing for ease of administration. The eight conservation areas are as follows: - Western Conservation Area (WCA), Central Rift Conservation Area (CRCA), Southern Conservation Area (SCA), Mountain Conservation Area (MCA), Northern Conservation Area (NCA), Tsavo Conservation Area (TCA), Coast Conservation Area (CCA), and Eastern Conservation Area (ECA).

In line with Government policies, the Kenya Wildlife Service operations are guided by periodic strategic plans reviewed after every five years. However, attainment of the desired strategic objectives will depend on the cumulative output of the staff establishment under the direction and supervision of their respective area managers. The global wildlife conservation situation, the government's policy initiatives for the tourism and wildlife sectors as well as the declining wildlife conservation sector funding requires (KWS, 2018) the Kenya Wildlife Service to have a properly developed management team in order to overcome the multiple challenges that affect its core functions in the delivery of its services. Arising from critical roles that managers play in organizations, one way to develop managerial competencies and effectiveness is implement knowledge sharing initiatives to equip the managers with self-esteem, behaviour change, incentives, actions, mutual goals as well as influential relationships to perform in their roles.

As espoused by KWS (2018), the challenges in the wildlife conservation industry such as climatic variations and extreme weather patterns manifested through shifts and alterations in wildlife habitats, extremes in temperatures, flooding, storms and droughts; natural systems

modification (changes in habitat); biological resource use and harm within protected areas (illegal utilization of natural resources); energy generation and mineral exploration such as drillings for gas and oil, quarrying, mining and energy production including from hydropower dams); commercial and residential developments such as establishment of commercial, industrial, housing and settlement areas; and events of geological nature such as volcanic eruptions and its resultant effects, landslides, siltation of water bodies and erosion in addition to shoreline or riverbed changes requires the Kenya Wildlife Service to have a properly developed management team in order to overcome the multiple challenges that affect its core functions in the delivery of its services. Arising from critical roles that managers play in organizations, one way to develop managerial competencies and effectiveness is implement knowledge sharing initiatives to equip the managers with self-esteem, behaviour change, motivation, actions, mutual goals as well as influential relationships to perform in their roles. However, despite the protected areas (PAs) in these conservation areas meeting the objectives that they were established for, emerging conservation challenges/threats from within and without the PAs has made achieving of set out objectives an everyday struggle as the organization struggles in retaining personnel at various positions.

### 1.1.4 Overview of Knowledge Sharing Practices at KWS

In line with Government policies, the Kenya Wildlife Service operations are guided by periodic strategic plans reviewed after every five years. However, attainment of the desired strategic objectives will depend on the performance of the employees under supervision and direction of its managers. The global wildlife conservation situation, the government's policy initiatives for the tourism and wildlife sectors as well as the declining wildlife conservation sector funding (2008) requires the Kenya Wildlife Service to have a properly developed management team in order to overcome the multiple challenges that affect its core functions in the delivery of its services. Arising from critical roles that managers play in organizations, one way to develop managerial competencies and effectiveness is to implement knowledge sharing initiatives to equip the managers with self-esteem, behaviour change, incentives, actions, mutual goals as well as influential relationships to perform in their roles. Knowledge

sharing is effected through codification (where data and information is stored in databases and retrieved on need basis) and personalization (direct person to person contact) strategies.
At the Kenya Wildlife Services, there exist various databases ranging from human capital, human wildlife conflicts and compensation, ecosystems and others. In the personalization approach, the Service utilizes central tea serving points, role-plays, intranet, scientists and wardens' conferences and direct staff contacts in creating the required networks for knowledge sharing. Accordingly, the focus of this research was establishing the effect of knowledge sharing on management development at the Kenya Wildlife Service and the challenges faced in implementing those initiatives.

## 1.2 Statement of the Problem

Management development in many organizations including Kenya Wildlife Service has failed to realize its full potential because of various reasons including employees with knowledge either failing to share the knowledge or exiting the organization. As noted in the Kenya Wildlife Service draft METT report (2020), the wildlife conservation industry faces a number of challenges. These include: climatic variations and extreme weather patterns manifested through shifts and alterations in wildlife habitats, extremes in temperatures, flooding, storms and droughts; natural systems modification (changes in habitat); biological resource use and harm within protected areas (illegal utilization of natural resources); energy generation and mineral exploration (drillings for gas and oil, quarrying, mining and energy production including from hydropower dams); commercial and residential developments (establishment of commercial, industrial, housing and settlement areas); and events of geological nature like volcanic eruptions and its resultant effects, landslides, siltation of water bodies and erosion in addition to shoreline or river bed changes. These challenges require the Kenya Wildlife Service to have a properly developed management team in order to overcome the multiple challenges that affect its core functions in the delivery of its services.

Arising from the critical roles that managers play in organizations, one way to develop managerial competencies and effectiveness is implement knowledge sharing initiatives to equip the managers with self-esteem, behaviour change, motivation, actions, mutual goals as

well as influential relationships to perform in their roles. However, despite the protected areas (PAs) in these conservation areas meeting the objectives that they were established for, emerging conservation challenges/threats from within and without the PAs has made achieving of set out objectives an everyday struggle as the organization struggles in retaining personnel at various positions. This situation was made worse during the period 2015 to 2019 which was characterized by deployment of managerial personnel in acting capacities as the organization could not recruit substantive position holders as directed by the government creating command gaps that negatively affected appropriate decision making. Their performance in their acting capacities solely depended knowledge sharing within the organization.

A number of studies on management development have been carried out. These include a study by Marion, Managn, and Culen (2006) who focused on the rationale for investment in management development in Ireland; Noreen and Morley (2003) on management development as an organization wealth in Ireland; Sheri-Lynnel and Parbudyal, (2007) on learning best practices in management development in Canada; and Omotayo (2015) studied how knowledge management is key in organizational management in Nigeria and found out that knowledge management helps organizations share valuable organizational information, reduce redundancy, avoid re-inventing the wheel, reduce staff training time, maintain intellectual capital as an organization losses employees and to adapt to changing market conditions. In the Kenyan context, Lubanga (2007) studied management development strategies at Kenyatta National Hospital. Mosoti and Masheka (2010) studied knowledge management: the case of Kenya and found out that employees share knowledge or information by creating written materials such as organizational training manuals, as well as good practices and lessons learned in the workplace. Gakuo and Rotich (2017) conducted a descriptive study on knowledge management as an important tool in organizational management and found that the application of knowledge greatly influences the performance of commercial banks in Kenya.

While appreciating findings from these previous studies, it is noted that none of them was aimed at understanding whether there exists a relationship between knowledge sharing and

management development and more so in the public sector. Thus, findings from these studies may not be generalized to fairly represent the public sector and more specifically the Kenya Wildlife Service. The uniqueness of the public sector and more specifically the Kenya Wildlife Service may necessitate a separate study. Accordingly, this research sought to bridge this gap by establishing the relationship between knowledge sharing initiatives and management development at the Kenya Wildlife Service.

## 1.3 Objectives of the Study

### 1.3.1 General Objective

The main objective of this study was to establish the effect of knowledge sharing on management development at Kenya Wildlife Service

### 1.3.2 Specific objectives

i) Establish the effect of databanks on management development at the Kenya Wildlife Service
ii) Determine the effect of organizational manuals and publications on management development at the Kenya Wildlife Service
iii) Determine how communities of practice affect management development at the Kenya Wildlife Service

## 1.4 Research Questions

This study was guided by the following research questions: -

i) What is the effect of databanks on management development at the Kenya Wildlife Service?
ii) What is the effect of organizational manuals and publications on management development at the Kenya Wildlife Service?
iii) How do communities of practice affect management development at the Kenya Wildlife Service?

## 1.5 Significance of the Study

This study's findings will be of significance in the general field of knowledge sharing as they will contribute to the existing pool of literature on knowledge sharing and management

development. First, there existed a gap theoretically and empirically on the relationship between knowledge sharing initiatives and management development, which was the focus of this study.

The results of this study will be of use to: heads of other public sector organizations to take note of some of the knowledge sharing initiatives to enhance management development for their managers; human resources managers, who by virtue of their work have to design knowledge sharing initiatives as well as management development programmes, strategies and policies for their organizations; and future scholars and researchers as they may use the results for reference in future studies.

## 1.6 Scope of the Study

In this study, the focus was on two categories of variables namely knowledge sharing and management development at the Kenya Wildlife Service. Of the knowledge sharing initiatives, this study focused on databanks; organizational manuals and publications; and communities of practice in assessing the relationship between knowledge sharing initiatives and management development (achievement of goals and objectives; and acquisition of skills and competences) at the Kenya Wildlife Service.

# CHAPTER TWO
# LITERATURE REVIEW

## 2.1 Introduction

This chapter provides an overview of the available literature on various knowledge-sharing initiatives and how they can help in management development. In this chapter, literature review on knowledge sharing and its influence on management development is presented. The chapter focuses on knowledge sharing initiatives (organizational databases; organizational manuals and publications; direct staff interaction forums and management development. Also covered in this chapter is the study's theoretical framework, the identified knowledge gaps that this study seeks to fill, the resultant conceptual framework indicating postulated relationships between study variables and finally an operationalization of the study variables. The literature forming this section was mainly obtained from journals, periodicals, the internet as well as textbooks.

## 2.2 Theoretical Review

The study will be guided by three theories that are closely related with knowledge sharing: -

### 2.2.1 Theory of Organizational Knowledge Creation

Theory of organizational knowledge creation as proposed by Nonaka (1994) is based on the assumption that organizational knowledge can be created through interaction, socialization, combination and outsourcing. Nonaka and Toyama (2015) revised this theory to explore how organizational knowledge is generated and held by various individuals in the organization. They pointed out that organizational knowledge is the spread of new knowledge throughout an organization and synthesizing it into elements, management and structure. This is the ability of an organization to generate knowledge and share it accordingly amongst her employees. As already mentioned, this theory is based on the assumption that organizational knowledge can be the subject of interaction, socialization, combining tacit and explicit learning through outsourcing. They argue that the creation of organizational knowledge is an upward transfer from the individual to the collective level and then to the corporate level. They stressed that sometimes it is a procedure that moves to the inter-organizational level.

In unmasking the theory of organizational knowledge creation, Alkhabra, Haron and Abdullah (2017) held that socialization is the connection between people through systems such as perception, impersonation or apprenticeships while combination entails combining unambiguous competence acquisition of knowledge in the course of meetings, discussions or data systems. They pointed out that internationalization transforms tacit knowledge into embedded learning while externalization transforms explicit knowledge into accurate information. They argued that based on this theory, knowledge transformation can be achieved through group collaborations, exchange, meta-activated activities such as coordination, documentation, experimentation, and "learning by doing". It assumes that the authoritative creation of knowledge takes place when a coherent cycle occurs.

In this research, this theory will guide in understanding the effect of databanks on management development at the Kenya Wildlife Service. This is because this theory presents a strategy for creating a knowledge repository for future organizational references and acquisition of the requisite skills and competences necessary to make the right decisions and to improve their ability to protect their learned skills and competences against duplication or lose, which in turn is key in developing the managerial competencies in an organization.

### 2.2.2 Theory of Knowledge Management

Osterloh and Frey (2000) argue that information exchange is "a key element of competitive advantage for companies". Alavi and Leidner (2001) assert that the exchange of knowledge is shared by others with their own knowledge, supporting the level of coordination. Yang (2004) argued that work-related knowledge is the most important knowledge that an employee must share with his / her workmates and the entire organizations. The knowledge that people possess concerning their work is known as a work-related knowledge or work knowledge. Work-related knowledge includes work-related activities such as performance ideas, practices, general performance strategies, organizational processes and competition and customer insights as well as information about people and their past experience relevant to the job (Yang, 2004). Syed-Ikhsan and Rowland (2004) added that sharing knowledge is essential to corporate success because it leads to the achievement of knowledge in the organizational domain for training or innovation operations.

There is increasing evidence that organizations and her members are more productive when knowledge is shared and learned by members of the organization (Agrawal, 2006). However, it is noted this knowledge sharing is effected through codification (where data and information is stored in databases and retrieved on need basis) and personalization (direct person to person contact) strategies. According to Anantatmula and Kanungo, (2006), effective knowledge sharing leads to improved organizational processes such as collaboration and communication which ultimately improves employees' skills so as to facilitate continuous organizational learning.

Foss, Husted and Michailova (2010) describe knowledge sharing as the provision and reception of know-what and know-how for performing tasks among organizational members. Dalkir (2011) observed that initiatives for knowledge sharing include adoption of tools such as brain storming sessions, social networks, debriefs, strategy or action planning meetings, peer reviews, video conferencing, the internet, emails, phones, chat rooms, messages, twits, discussion forums, wikis, webinars.

The knowledge-based vision of research (KBV) asserts that learning is the most important

asset for the organization. Its supporters believe that since learning-based assets are usually difficult to imitate and socially confusing, heterogeneous information bases and capabilities within organizations are real determinants of maintaining dominance and corporate performance (Kitchlew, 2015). He posits that this learning is based on a hierarchical culture, archives, personality, management, approach and schedules that are instilled and communicated by various factors, including organized work.

Theorists claim that the most privileged assets are the most profitable and unparalleled fixed assets of knowledge and that a knowledge-based view is a characteristic development of the resource-based view (Mitra, O'Regan, and Sarpong, 2017). The basic assumption of this theory is that companies apply knowledge to the production of goods and administration; knowledge is the most important asset for the organization; knowledge is created and stored by individuals rather than organizations and organizations exist because they are not able to organize learning in particular areas of specialization. Understanding knowledge as a resource makes a hypothetical organization have a vision based on resource based view (Hughes, Chung, and Mellahi, 2017). As pointed out by Mitra, O'Regan, and Sarpong, (2017) the reason for sharing knowledge is to capture the overall organizational capacity and apportion it wherever maximum results can be achieved. This is from a knowledge-based perspective that recommends the existence of a resource of benefit in the organization.

In this paper, this theory is used as a management concept that provides organizations with competitive advantage strategies based on knowledge. It is used as a basis for building human capital involved in the core and routine operations of the organization, and management to gain a much-needed competitive advantage of the organization, and it is an approach that can introduce strategic assets that form the basis for technology acquisition. As such, because knowledge is a strategic asset that is difficult to replicate and socially complex, organizations need to share this important knowledge asset (Hughes, Chung and Mellahi, 2017). This theory is of relevance to this study as it forms the basis of understanding that work-related knowledge is the most important knowledge that an employee must share with his / her workmates in the entire organization. This has been proven that the organization and her members are more productive when knowledge is shared and learned by members of the

organization.

### 2.2.3 Human Capital Theory

Human capital is the knowledge and skills acquired through formal and informal learning that exist within an individual and refers to intergenerational transmission of knowledge and educational behaviour (Robert, 2008). The human capital theory developed by (Becker, 1962) helps both scholars and human capital specialists understand and improve management skills on a global scale (Murray, 2016). This theory sees human capital as a type of asset on which an organization can invest resources and is an incentive for the organization to the level that the organization becomes profitable as a result of the human capital (Murray, 2016).

According to Becker, human capital has a direct value in creating knowledge and sharing efforts (King, 2016). Human capital is potentially different in all companies, with different tasks, associations and circumstances. It is even more obvious that it also builds professional effectiveness. Organizations utilize the human capital resource in different approaches so as to expand their human resource pools. For example, they can attract and recruit human capital on the market, offering attractive compensation packages or training and development opportunities for their employees (Murray, 2016).

Garavan, McCarthy and Carbery (2017) asserted that this theory is concerned with how people in the organization are able to bring their insight, experience and skills to improve the authority of the organization as a whole. Knowledge sharing is related to this theory of the human capital in that this human capital theory refers to the concept of human capital, social capital, organizational or structural capital. The theory considers human capital as an asset and a source of clear competitive advantage that differentiates the performance of one organization from another.

In this paper, this theory is applied as an important element of innovation and management development in today's knowledge-based economy. It is significant for this study as it expresses the importance of creating and sharing knowledge within an organization so as to build the requisite managerial competences in an organization. Therefore, knowledge sharing

is seen as a strategy for acquiring, sharing, developing and sustaining the managerial competences of an organization (Murray, 2016). This is because the successful implementation of organizational knowledge sharing will help managers and potential managers to properly acquire organizational skills and competencies (management development) and is intended to ensure growth.

## 2.3 Empirical Review

The knowledge that people possess concerning their work is known as a work-related knowledge or work knowledge. Work-related knowledge includes work-related activities such as performance ideas, practices, general performance strategies, organizational processes and competition and customer insights as well as information about people and their past experience relevant to the job (Yang, 2004).Yang (2004) argued that work-related knowledge is the most important knowledge that an employee must share with his/her workmates and the entire organization. Henceforth, from in this study, the term 'knowledge' refers to 'work-related knowledge'. The review below looks at studies done by others on the effect of knowledge sharing on management development.

### 2.3.1 Databanks and management development

Knowledge sharing is sharing one's own knowledge with others and it is one of the main knowledge management processes in an organization. Knowledge sharing through knowledge management repositories is a process that Alavi and Leidner (2001) refer to as coding and storage processes, the processes that store clear knowledge for later use. As an aspect of knowledge management, knowledge sharing is key to an organization's performance or success as it necessitates quicker distribution of knowledge to those parts of the organization that can benefit from it (Syed-Ikhsan and Rowland, 2004).

DeLong (2004) describes knowledge sharing in the context of the changing demography of the workforce and the erosion of knowledge. He notes that a supportive approach is a matter of documentation of knowledge. Organizations must develop a knowledge repository where knowledge can be stored. Authoring tools and templates will allow organizations to document knowledge systematically in a way that would allow efficient retrieval of information whereas annotations allow comments from different contributors to be seen by

readers who view the documents and wish to review comments or track changes (Dalkir, 2011).

Web technologies such as portals, intranets, extranets, web servers, browsers, knowledge repositories can be used to store and share organizational knowledge inside and outside the organization. Information on organizational policies, practices, manuals, training, expert knowledge, company profiles and more can be shared on these platforms. These tools can be easily accessible and filters would be used for different target groups to enhance efficiency. With the current developments of internet and technology these tools are becoming increasingly available and easy to use for the current working class (Dalkir, 2011). He added that organizations have many authoritative information sources and explicit knowledge can be documented, classified and communicated to others as information, in the form of demonstrations and explanations and this can be explained to others. Organizations emphasize and pay attention to mechanisms for knowledge transfer as well as getting ideas from stakeholders in order to maximize knowledge sharing.

Dalkir (2011) claims that the use of knowledge does not consume it, the transfer of knowledge does not lead to the loss of it as it is in plenty within the organization but the inability to utilize leads to a significant part of the valuable knowledge of the organization being lost at the end of the day, thus the necessity for creation of functional databanks for future organizational references and acquisition of the requisite skills and competencies for appropriate decision making. Expertise profiling is another technique that can be used to leverage on organizational capital since the process takes into account the skills and knowledge of an employee by tracing and capturing the changes over a period of time, (Berendsen et al., 2013). This practice provides knowledge on intellectual capital which can be used to make decisions that will help to pro-liberate the organizations capacity.

Aming'a (2013) studied the impact of knowledge management practices on organizational performance on selected campuses of Kisii University Kenya and asserted that documenting knowledge helps prevent its loss as the same is captured, documented and stored in databases and groupware technology. Other than archiving knowledge for future references, these repositories improve interaction, facilitate knowledge sharing and transfer and enhance

organizational efficiency.

Sisia (2015) focused on IREX guided by the descriptive study design when carrying out a study on the impact of knowledge management on organizational education in Kenya. She noted that the creation and dissemination of knowledge has become an important component of competitiveness and thus the need to share it across the organization. She noted that there is growing consensus that knowledge has become a valuable asset rooted in the products and tacit knowledge of highly mobile employees. Sisia (2015) opined that even though knowledge is increasingly seen as a commodity or intellectual good, it is fundamentally different from other goods as it has various paradoxical characteristics.

Knowledge discovery and data mining can be carried out by organizations using the knowledge accumulated in their databases to analyze the future. It can be achieved by drawing statistical conclusions in order to make consistent decisions. These may include research results, best practices and organizational history (Sisia, 2015). However, the collection and storage of this information must meet ethical conditions. Technology has contributed significantly to both content creation and management, and tools such as blogs are being used at an organizational level to share knowledge and provide adequate information to the target market. In a work environment where a lot of information is shared, knowledge sharing activities are fully integrated into the day-to-day operations of the organization and for this reason knowledge sharing activities have become a routine part of the daily routine. Lessons learned allow an organization to gather information about what has been done well in the past and in this way the process of learning or drawing conclusions can be improved in the future. This is an approach to knowledge management that consists of documenting a database system. Organizations can use this analysis to change behaviour and improve their standards (Sisia, 2015).

When studying how knowledge management is key in organizational management in Nigeria, Omotayo (2015) found out that knowledge management allows to organizations share valuable organizational information, reduce redundancy, avoid re-inventing the wheel, shorten employee training time, maintain intellectual capital as an organization losses employees and to adapt to changing market conditions. He asserted that knowledge

management is a key factor influencing an organization's performance and a critical tool for organizational survival, competitiveness and profitability. Therefore, for organizations to maximize the value of knowledge, they need to create, manage, share and use it effectively.

### 2.3.2 Organizational manuals and publications and management development

According to Ruschcliffe (2005) as stated by Wamundila (2008), a policy is a set of guiding principles and rules aimed at influencing actions and decisions that are reflected on agreed practices and that they help in creating a focus of all organizational operations. The employee manual is also an important means of communication in the organization as it describes the basic information (policies, mission and philosophy) of the organization. Currently, manuals are widely used not only in entrenching new employees in the company, but also in helping avoid serious misunderstandings and conflicts between employees and top management as they serve as knowledge sharing avenues in the organization. The policy directs employees to act in accordance with the underlying benefits of the department and/or organization as a whole but as Dalkir (2011) noted, many organizations run the danger of having exaggerated policies consequently creating a negative impact on staff morale.

Mosoti and Masheka (2010) studied knowledge management: the case of Kenya and found out that employees share knowledge or information by creating written materials such as articles for publication, organizational training manuals as well as good practices and lessons learned in the workplace. They pointed out that knowledge management practices were found to be highly technology-based captured and shared through web technologies such as portals, intranets, extranets, web servers, telephone, browsers, and knowledge repositories.

Argote (2013) claimed that organizational manuals and publications can serve as a training tool as through these web technologies, employees are able to understand how they fit into the overall structure of the organization and in case they have questions and concerns about policies and procedures within the organization, they understand the repositories for reference. He noted that new employees can use the manuals to start working on time stressing that an effective handbook contains the most important daily activities necessary for the safe and efficient functioning of the organization as it contains a list of things that need to be done and also explains why things are done the way they are done.

Diana-Luiz, Cristina and Leovaridis (2016) agreed that organizational manuals help organizations avoid inconsistencies. The policies aim at ensuring a level of uniformity in the rights and obligations of employees. They add that in the absence of clear instructions, employees usually have different personal standards. Documented manuals and publications create a helpful guidance that is readily available to help the organizational team understand how to deal with specific business situations as well as obtain clear administrative guidance on what to deal with.

Clear policies and procedures express the company's desire to make consistent and impartial decisions (Diana-Luiz, Cristina and Leovaridis, 2016). For example, documented manuals and publications eliminates the chances of inconsistent decisions one manager excuses an employee who is chronically late and another manager dismissed an employee who was chronically late. In other words, the manual describes the consequences of actions at the workplace and eliminates any ambiguity that is likely to cause hurt feelings amongst staff. When studying how policies and regulatory frameworks affected organizational performance at the Nairobi County, Karungani and Onchiri (2017) found out that documented policies and regulatory frameworks improved sincerity, transparency, ethical standards, truthfulness and decision making.

According to Nyaboke et al. (2013) as cited in Karungani and Onchiri (2017), the regulatory framework for public procurement policy has a major effect on consistency, accountability, professionalism and integrity that is of significant impact. In addition, studies show that the regulatory framework of the policy maximizes the level of service provision in the organization. The regulatory framework therefore leads to improved organizational performance. Nevertheless, the regulatory framework plays a crucial role in improving organizational performance as pointed out by Owuoth and Mwangangi (2015) and cited by Karungani and Onchiri (2017) whose findings indicated that a comprehensive policy framework promotes transparency which ultimately enhances organizational performance.

Publications have also been singled out as initiatives for knowledge sharing within organizations. Delta (2006) affirmed that while the organization relies on various written media, two specific forms of communication; newsletters (information bulletin) and

employees manuals are worthy of special attention because of the important role they play. An information bulletin is an internal document issued periodically and contains various business and non-business information as well as information of interest to employees on a given issue. Even though newsletters are aimed at the general public, they are also intended to provide other forms of communication within the organization and therefore have an important integration function. For example, in many organizations, newsletters explain to employees the official policy of their organizations and the information provided during group meetings. This has proved to be a useful tool to remind everyone of important decisions and an initiative for knowledge sharing within the organization (Delta, 2006).

### 2.3.3 Communities of practice and management development

According to Wamundila (2008), communities of practice involve the transfer of knowledge within non-formal or formal segemnets of employees in an organization. Wamundila (2008) asserted that these communities of practice evolve spontaneoulsy or are forally established within organizations and these are what Lesser and Fontain (2004) refer to as direct staff interactions among staff in an organization. Direct interactions among staff has been defined by Lesser and Fontain (2004) as a community of practice to refer to regular interaction amongst staff for sharing and learning based on common interests. This refers to a group of people who some knowledge-sharing professionals claim that such communities are essential for both creating and transferring knowledge, and who believe that people learn by interacting with others (Estabrooks, et al., 2006).

Scientific conferences are traditionally events where scientists present and discuss their research, but they are also a great way for scientists, policy makers and service providers participating in these meetings to network in areas of common interest. More often than not, conferences are a combination of workshops, lectures and presentations and take place over a period of one to a number of days. Since conferences often attract participants from a wider region, they have an advantage of bringing together people who may not be able to interact with each other in their routine assignments providing them with an opportunity to share knowledge (Tsui, et al., 2006). This in effect is bound to have an impact of building

managerial competencies within an organization.

Bringing people together on issues that are their passion promotes sharing knowledge in both formal organized knowledge activities as well as in informal ways. Wamundila (2008) concurs that communities of practice involve transfer of knowledge within the formal or informal segment of the organization's employees. He noted that these communities of practice evolve spontaneously within the organization or they are formally created with the organization's structure based on the existing organizational culture and that they increase the ability to bring together professionals and facilitate the sharing and transfer of knowledge on a large scale to maintain knowledge in the organization and accelerate the learning of new members.

According to Dalkir (2011) communication and collaboration technologies in the organization facilitate the sharing of acquired knowledge that is generated within the organization. Information can be disseminated through tools such as the email, internet, telephone, video conferencing, chat rooms, news, twitter, discussion forums, wikis, webinars, social networking sites, group where and various work flow management tools. These collaboration tools make it possible for organizations to work in teams or projects despite geographical difference. The self-service category includes technology and access to information through interactions in or outside of the organization. The self-service approach implies that the organization has systems and process to manage the huge amount of knowledge they have generated over time and members of the organization are motivated and able to gain access to this knowledge in order to do their work efficiently and effectively. They are able to learn, be creative and make knowledge based decisions in their line of duty.

O'Dell and Hubert (2011) define community of practice as a formal network of employees faced with common issues hence come together either virtually or face to face to share and learn from each other. This approach has been identified as one of the most successful knowledge sharing initiatives since it generates solutions from a group of people with a similar goal who speak from experience and a knowledge point of view and in the process learn and develop each other. Today organizations harbor massive talents from the people they employ since the intellectual levels have steadily increased with availability of tertiary

institutions. A culture of community of practice would grow the organization's knowledge bank as they utilize their human and social capital through sharing and solving problems collectively. Organizations that encourage a learning culture will need to facilitate communication and interaction by employees within and outside the organization for knowledge sharing to take place (Sisia, 2015).

Muller, Zenker, Ramos (2012) as cited in (Sisia, 2015) highlight project teams as a very strategic way of enhancing knowledge sharing. This encourages sharing of knowledge across organizational units as employees work on the same project and exchange ideas both in a formal and informal fashion. The collaboration can be achieved through brain storming sessions, action plan meetings, discussions, peer-reviews and debriefs.

### 2.3.4 Management Development

Based on the functionalist point of view, management development means that individuals can improve their skills and perform managerial functions in the field. It is commonly considered to be a process of learning to act effectively. Egan (2002) defines management development as a process of creating and improving the capacities of managers and potential managers and is considered as a long-term development plan based on maximizing managerial performance incorporating both informal and informal elements such as learning from everyday experience. He stated that management development programs within the organization are aimed at identifying and recruiting potential managers and developing their knowledge and skills to meet the needs of the organization. It also prepares managers as well as potential managers for higher or senior positions in organizations. He added that management development activities include management education, short courses, management training, mentoring and coaching.

Ready and Conger (2003) argues that professional development is a specific career path in which communication and tactile skills or general skills necessary for that career are acquired and maintained and also includes the personal development. It is the training to keep up with changes in skills and practice, or the concept of lifelong learning. They pointed out in the workplace, professional development which is sometimes referred to as task-based skills enhances management skills which can also develop or improve certain process skills such as

effectiveness skills, teamwork skills, systemic thinking skills, computer applications, customer service skills and workplace safety training of the management team. For some professions, accreditation is attached to continuing professional training or education and regulated by professional bodies for demonstrating the competences that have been acquired in relation to particular professions (Ready and Conger, 2003).

Ready and Conger (2003) added that professional development is a way to make workers feel confident and effective by developing employees' attitudes, skills and knowledge to enable them to work effectively and confidently. This includes providing training, mentoring and supervision opportunities in addition to building and maintaining a supportive organizational structure that support performance both individually and in groups. They claimed that proactive professional development enhances individual and team competence, self-confidence and morale to create more effective service as it creates a practical learning culture to provide the needed service levels.

Vigoda (2003) says that the relationship between managers and their superiors with power signals the ability to share the knowledge acquired through training and that the effectiveness of management development is only assessed on the basis of the knowledge and skills used at work to improve performance.

Mumford and Gold (2004) have described management development as efforts to better managerial performance through the learning process. Charan (2005) concurred and added that the design and implementation of professional development programs is a function of human resources or organizational development departments of large organizations or institutions. Professional development in the broadest sense includes formal types of vocational training, which generally involve obtaining vocational certification or professional accreditation leading to qualifications and certificates required for continued employment. In some cases, informal or individual professional development programmes include the concept of personal coaching. Armstrong (2006) stated that management development aims to improve the performance of managers in their current roles and prepares them for more responsibilities in the future adding that management development is the process where managers learn and improve their skills not only for their own benefit but also for their

organizations.

Lubanga (2007) did a study focused on establishing strategies for management development at Kenyatta National Hospital and established that some aspects of the management development process in the Hospital are in a manner consistent with modern management theory and practice. The Hospital confirmed that it implements the management development strategy by identifying the needs of the managerial team and selects suitable managers for training with the consent of the head of department and designs appropriate infrastructure to support management development efforts, including allocation of funds for scholarships, adoption of various approaches or methods of management development such as education programmes, conferences, management retreats, job rotations and committees and establishment of an evaluation system. Black (2009) argued that leadership skills and managerial development can be measured in terms of the participants' self-esteem, behaviour change, incentives, actions, mutual goals as well as influential relationships in the workplace.

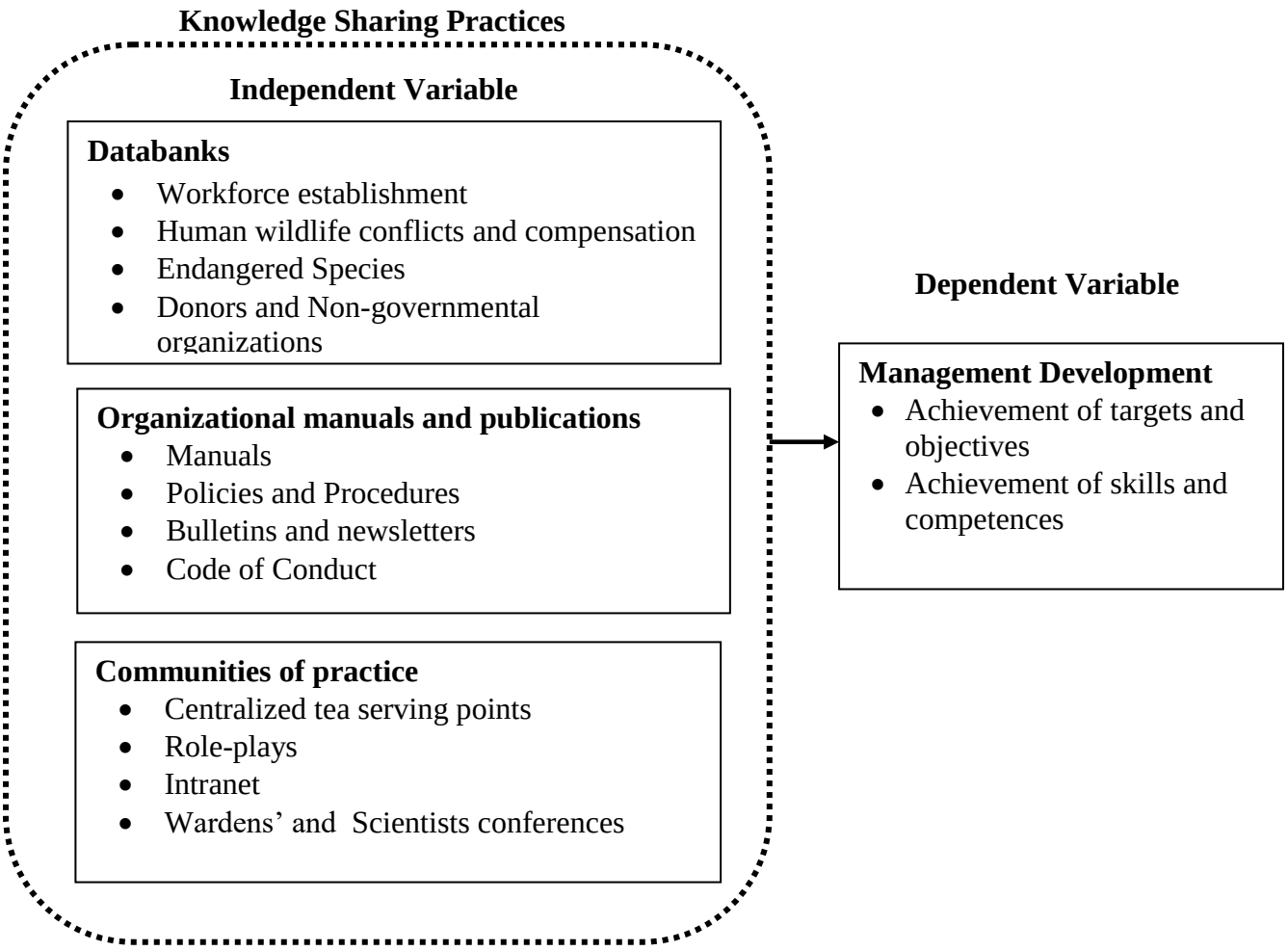
## 2.4 Knowledge Gap

A number of studies on management development have been carried out. These include a study by Noreen and Morley (2003) on management development as an organization wealth in Ireland; Marion, Managn, and Culen (2006) who focused on the rationale for investment in management development in Ireland; Sheri-Lynnel and Parbudyal, (2007) on learning best practices in management development in Canada; and Omotayo (2015) studied how knowledge management is key in organizational management in Nigeria and found out that knowledge management helps organizations share valuable organizational information, reduce redundancy, avoid re-inventing the wheel, reduce staff training time, maintain intellectual capital as an organization losses employees and to adapt to changing market conditions. In the Kenyan context, Lubanga (2007) studied management development strategies at Kenyatta National Hospital. Mosoti and Masheka (2010) studied knowledge management: the case of Kenya and found out that employees share knowledge or information by creating written materials such as organizational training manuals, as well as good practices and lessons learned in the workplace. Gakuo and Rotich, (2017) conducted a descriptive study on strategic knowledge management as an important tool in organizational

management and found that the application of knowledge greatly influences the performance of commercial banks in Kenya.

While appreciating findings from these previous studies, it is noted that none of them was aimed at understanding whether there exists a relationship between knowledge sharing and management development and more so in the public sector. Thus, findings from these studies may not be generalized to fairly represent the public sector and more specifically the Kenya Wildlife Service. The uniqueness of the public sector and more specifically the Kenya Wildlife Service may necessitate a separate study. Accordingly, this research seeks to bridge this gap by establishing the relationship between knowledge sharing initiatives and management development at the Kenya Wildlife Service.

## 2.5 Conceptual Framework



## 2.6 Research Hypothesis

Guided by the literature review, this study formulated three broad hypotheses for testing to address the stated research objectives.

$H_1$ Databanks have no significant effect on management development at the Kenya Wildlife Service

$H_2$ Organizational manuals and publications have no significant effect on management development at the Kenya Wildlife Service

$H_3$ Communities of practice have no significant effect on management development at the Kenya Wildlife Service

## 2.7 Operationalization of variables

In this study, the independent variables are databanks; organizational manuals and publications; and direct staff interaction forums while the dependent variable is management development. In order to achieve the study objectives, the following operationalization table provides the approach on how the study varaibles will be measured and analyzed so as to objectively provide the needed conclusions for the study.

| **Objective** | **Variable Type/Variable** | **Indicator(s)/ Measurement** | **Measurement Scale** | **Question in Questionnaire** |
|---|---|---|---|---|
| Establish the effect of databanks on management development at the Kenya Wildlife Service | **Independent** Data banks | Knowledge repositories | Interval | Section B |
| Determine the effect of organizational manuals and publications on management development at the Kenya Wildlife Service | **Independent** Organizational manuals and publications | Guiding principles Written documentations | Interval | Section B |
| Examine how communities of practice affect management development at the Kenya Wildlife Service | **Independent** Communities of practice | One on one interactions | Interval | Section B |
| | **Dependent** | Achievement of | Interval | Section C |

| Objective | Variable Type/Variable | Indicator(s)/ Measurement | Measurement Scale | Question in Questionnaire |
|---|---|---|---|---|
| | Management development | targets<br>Acquisition of skills and competences | | |

# CHAPTER THREE
# RESEARCH METHODOLOGY

## 3.1 Introduction

This chapter provides a description of the research methodology that will be adopted in conducting the study so as to provide answers to the research questions. This chapter provides an overview of the research design, target population, data collection instruments, data collection procedures as well as the data analysis and presentation giving the model adopted in the analysis.

## 3.2 Research Design

The design adopted for this study was the descriptive survey. As pointed out by Orodho (2003), it is a design that is intended to precisely describe a person, a situation or group. This design refers to patterns and processes that describe changes, including collecting descriptive information about events, organization, and expression (Kothari and Garg, 2014). Polit and Beck (2012) found out that researchers observed, quantified and categorized their study subjects in descriptive studies. According to Cooper and Schindler (2014), the determination to find out the what, who, where, when and how phenomena occur in descriptive research. The study was based on similar grounds to find out the relationship between knowledge sharing initiatives and management development at the Kenya Wildlife Service.

## 3.3 Target Population

A population is generally a group of individuals, events, or objects with common characteristics that correspond to specific characteristics of that group (Kitchenham and Pfleeger, 2002). It encompasses all real or imaginary objects, people, events or objects that the researcher wants to create generalizations about (Barnes, Grove, and Burns, 2003). Kothari and Garg (2014) defines the population as all categories in any field of investigation category and is also called the universe. This study's target population comprised of all the employees in management levels namely senior management (JG1-4) and middle management (JG5-6) at the Kenya Wildlife Service at its headquarters, Air wing, Central Workshop, KWS LEA, KWSTI and across the eight administrative conservation areas

(Central Rift, Coast, Eastern, Mountain, Northern, Southern, Tsavo and Western). According to the human capital database, there were 411 in this category as at 30th June 2020 whose spread in the areas is as summarized in Table 1.

**Table 1: Target Population**

| Management Level | KWS Hqs | Airwing | Central Workshop | KWS LEA | KWSTI | Central Rift | Coast | Eastern | Mountain | Northern | Southern | Tsavo | Western | Grand Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Senior Management (JG1-4) | 95 | 7 | 0 | 3 | 4 | 9 | 6 | 5 | 9 | 2 | 7 | 5 | 6 | **158** |
| Middle Management (JG5-6) | 97 | 5 | 2 | 2 | 16 | 20 | 15 | 13 | 18 | 8 | 21 | 22 | 14 | **253** |
| **Grand Total** | **192** | **12** | **2** | **5** | **20** | **29** | **21** | **18** | **27** | **10** | **28** | **27** | **20** | **411** |

**Source: Kenya Wildlife Service Human Capital Database**

### 3.4 Sampling and Sampling Procedure

According to Kothari and Garg (2014), the underlying principle in the sampling procedure is representativeness of the target population in the sample size drawn. As Mugenda and Mugenda (2003) pointed out, in descriptive studies, 10% is an enough sample size to be used to generate generalizations about a given population. However, for this study, a sample of 30% of the total population was drawn. Thus, with a total population of 411, a sample size of 124 (30% of the total population) was drawn. In selecting the study subjects, stratified simple random sampling was applied where the sample size allocated to each stratum was proportional to the population held in the stratum as indicated in Table 2. The advantage of stratification is that the researcher was in a position to control the stratification and thus a certain level of statistical accuracy and comparability was guaranteed. In addition, all respondents were given the same opportunity to participate in the study within the time frame for collecting the survey data.

**Table 2: Sample Population**

| Management Level | KWS Hqs | Airwing | Central Workshop | KWS LEA | KWSTI | Central Rift | Coast | Eastern | Mountain | Northern | Southern | Tsavo | Western | Grand Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Senior Management (JG1-4) | 27 | 2 | 0 | 1 | 1 | 3 | 2 | 2 | 3 | 1 | 2 | 2 | 2 | **48** |
| Middle Management (JG5-6) | 28 | 2 | 1 | 1 | 5 | 6 | 5 | 4 | 5 | 2 | 6 | 7 | 4 | **76** |
| **Grand Total** | **55** | **4** | **1** | **2** | **6** | **9** | **7** | **6** | **8** | **3** | **8** | **9** | **6** | **124** |

## 3.5 Research Instrument

Primary data was used in this study. The questionnaires contained closed-ended questions, preceded by a section in which demographic information was obtained from the respondents. The demographic information requested includes information on conservation area, gender, highest level of education held, job group and length of service in the organization.

## 3.6 Validity and Reliability of Research Instrument

Validity is the degree to which the adopted research instruments accurately evaluate the subject they were intended to assess. In this study, the researcher aims at guaranteeing the validity of the content, which is to evaluate the extent to which the questionnaire captures questions that will lead to achievement of the stated research questions. To ensure the validity of the study Cooper and Schindler (2014) highlighted the need for pilot testing the study instrument. Based on these assertions, for this study, the study questionnaire was tested beforehand in order to correctly formulate the questions and to remove any ambiguity therein. The pre-test of the study tools was deemed to increase their validity and reliability. In addition, the results of this study's findings were analyzed and compared to claims from previous studies in the general areas of knowledge sharing and management development.

Reliability is the extent to which the results obtained from a study are consistent after several interpretations. Reliability ensures that a comparable research approach must produce comparable and consistent results. The reliability of the research is influenced by the degree of errors and that reliability decrease when random errors increase (Mugenda and Mugenda, 2003). To test the internal consistency of the instruments in this study, a reliability analysis was performed using the Cronbach Alpha test. As noted by Orodho (2003), reliability aims to ensure that the research instrument provide the same results each time it is used in the

same setting with the same type of subjects and therefore essentially means consistent results or reliable. Cooper and Schindler (2011) indicate that a confidence coefficient of $\alpha \geq 0.7$ is sufficient. In order to make the results usable in other research stages, they must be reliable and valid.

### 3.7 Data Collection Procedure

As aforementioned in section 3.5 of this study, primary data was used in this study. Questionnaires, which are a collection of items to which a respondent need to respond to in writing, were developed by the researcher and personally administered to the various respondents guiding them on how to fill in the questionnaires, being extra careful not to pre-empt the respondents. Follow up was done via personal visits and telephone calls to enhance the response rate and ensure that the findings are in line with the objectives of the study.

### 3.8 Data Analysis

The data collected was analyzed using both descriptive statistics (mean scores and stand deviations) and inferential statistics (Pearson Product Moment Correlation Coefficients and Multiple Coefficients) aided by version 23 of the Statistical Package for Social Sciences (SPSS). These were then be presented in summary tables and percentages supported by verbatim discussions. As illustrated in this study's conceptual framework, the independent variable comprises the attributes/ dimensions of knowledge sharing initiatives comprising databanks (DT); organizational manuals and publications (OMP); and communities of practice (CP) while the dependent variable is management development (MD). The resultant model tested in this study as depicted in the framework was thus specified as: -

$$MD = \beta_0 + \beta_1 DT + \beta_2 OMP + \beta_3 CP + \varepsilon$$

Where: -

| | | |
|---|---|---|
| MD | = | Management Development |
| DT | = | Databanks |
| OMP | = | Organizational Manuals and Publications |
| CP | = | Communities of practice |
| $\beta_0$ | = | Constant term |
| $\beta$ | = | Coefficients of determinants |

ε = error term

### 3.9 Research Ethics

To authenticate the study, the researcher needed approval of various institutions. Initially, the researcher received approval from the KCA University School of graduate studies, authorizing him to conduct the study and request for support and collaboration. Second, the researcher received approval from the Kenya Wildlife Service so as to engage the target study subjects and finally obtained permit from National Commission for Science, Technology and Innivation (NACOSTI). This contribute to the authentication of the study. In order to effectively obtain the information required, the researcher was on time regarding appointments with target respondnets and used used clear and simple language to be understood by the respondents. In addition, all participants were informed of the purpose of the study and the intended use of the data sought before participating in the study. The researcher received informed consent from all respondents and that they all participated voluntarily without fraud or coercion. If someone was hesitant to participate in the study, he/she was excluded so as not to violate their rights.

# CHAPTER FOUR

# DATA ANALYSIS, FINDINGS AND DISCUSSION

## 4.1 Introduction

This study focused on establishing the relationship between knowledge sharing initiatives and management development at the Kenya Wildlife Service. Specifically, this study had three objectives. First, it set to establish the effect of databanks on management development at the Kenya Wildlife Service. Secondly, this study geared towards determining the effect of organizational manuals and publications on management development at the Kenya Wildlife Service while the third and final objective was to examine how communities of practice affect management development at the Kenya Wildlife Service. To achieve the aforementioned objectives, the data provided by the respondents is analyzed and interpreted in this chapter guided by the stated objectives. Frequencies, mean scores, standard deviations, correlation as well regression coefficients are presented and interpreted and findings discussed and compared to assertions from earlier studies in the general areas of knowledge sharing and management development.

## 4.2 Response Rate

A sample size of 124 respondents was used for this study. The research questionnaires were developed by the researcher and personally administered to the various respondents guiding them on how to fill in the questionnaires, being extra careful not to pre-empt the respondents. Out of the 124 questionnaires distributed for this study, 102 were received and analyzed giving a response rate of 82%. Mugenda and Mugenda (2003), asserted that a respose rate of 50% is satisfactory for analysis and reporting; 60% is good while a response rate of over 70% is excellent. This study therefore considered the response rate of 82% excellent for further analysis.

### 4.2.1 Reliability Analysis

Cooper and Schindler (2011) indicate that a confidence coefficient of $\alpha \geq 0.7$ is sufficient. In order to make the results usable in other research stages, they must be reliable and valid. To test the internal consistency of the instruments in this study and determine data quality, a

reliability analysis was performed using the Cronbach Alpha test. The Cronbach's Alpha value for every variable was established so as to determine whether each variable would produce consistent results. Table 3 presents a summary of the Cronbach's Alpha values

**Table 3: Reliability coefficients**

| Variable | n | Cronbach's Alpha |
|---|---|---|
| Databanks | 4 | 0.724 |
| Organizational Manuals and Publications | 6 | 0.757 |
| Communities of practice | 4 | 0.728 |
| Management Development | 9 | 0.901 |

**Source: Research Data, 2021**

From Table 3, all the five scales were reliable as the Cronbach's Alpha values surpassed the threshold of 0.7 as recommended by Cooper and Schindler (2011). Thus, the data was used for further analysis and interpretation

### 4.3 Demographic information

The general information of the respondents analyzed in this study pertained to the area of deployment, the gender, highest level of education, job group and length of service in the organization. This section presents findings of the analysis related to this.

#### 4.3.1 Area

Information regarding the area in which the respondents were deployed was obtained. Respondents for this study were drawn from different locations at the Kenya Wildlife Service namely at its headquarters, Air wing, Central Workshop, KWS LEA, KWSTI and across the eight administrative conservation areas (Central Rift, Coast, Eastern, Mountain, Northern, Southern, Tsavo and Western). Table 4 has these findings: -

**Table 4: Distribution of respondents by area**

| Area | Target Population | Response | |
|---|---|---|---|
| | | Frequency | Percentage |
| KWS headquarters | 55 | 50 | 91 |
| Air wing | 4 | 2 | 50 |
| Central Workshop | 1 | 1 | 100 |
| KWS LEA | 2 | 2 | 100 |
| WRTI | 6 | 6 | 100 |
| Central Rift | 9 | 6 | 67 |
| Coast | 7 | 5 | 71 |
| Eastern | 6 | 5 | 83 |
| Mountain | 8 | 7 | 88 |
| NCA | 3 | 2 | 67 |
| Southern | 8 | 6 | 75 |
| Tsavo | 9 | 5 | 56 |
| Western | 6 | 5 | 83 |
| **Total** | **102** | **124** | **82** |

**Source: Research Data, 2021**

As shown in Table 4, regarding the area of deployment, this study realized 100% response rates in Central Workshop, KWS LEA and WRTI. Others were KWS headquarters (91%), Mountain Conservation Area (88%), Eastern Conservation Area (83%), Southern Conservation Area (75%) and Coast Conservation Area (71%). From Table 4, the lowest response rate was realized in Tsavo Conservation Area with 56%. This was attributed to expansiveness of the region that is characterized by field operations that limits presence of officers in their offices.

### 4.3.2 Gender

When the respondents were asked to provide details of their gender, they gave the following: -

**Table 5: Distribution of respondents by gender**

| Gender | Frequency | Percentage |
|---|---|---|
| Male | 61 | 60 |
| Female | 41 | 40 |
| **Total** | **102** | **100** |

**Source: Research Data, 2021**

The analysis of the gender distribution of the responding staff revealed a gender bias towards male (60% vs. 40%) as indicated in Table 5. This is a close reflection of the situation on the ground, a pointer to the fact that KWS is male dominated as dictated by the nature of assignments and deployments in conservation that is more oriented to combat operations in the wild, thus less female is involved.

### 4.3.3 Highest level of education

When the respondents were asked to provide details of their gender, they gave details as presented in Table 6.

**Table 6: Distribution of respondents by highest level of education**

| Highest level of education | Frequency | Percentage |
|---|---|---|
| Bachelors | 45 | 44 |
| Masters | 37 | 36 |
| Diploma | 14 | 14 |
| PHD | 5 | 5 |
| O or A-level | 1 | 1 |
| **Total** | **102** | **100** |

**Source: Research Data, 2021**

Analysis of findings in Table 6 indicated that the responding staff had attained various levels of education. Findings show that 44% of them had a Bachelors' Degree level of education, 36% were Masters' Degree holders, those with Diploma level of education were 14% while 5% had PHDs. 1% (n = 1) had O or A-level of education. This validates the study's findings as it implies that the responding staff were well educated to understand this study's thematic area.

### 4.3.4 Job group

This study's target population comprised of all the employees in management levels namely senior management (JG1-4) and middle management (JG5-6). Details of the responses in relation to the job groups are as summarized in Table 7.

**Table 7: Distribution of respondents by job group**

| Job Group | Target | Response | |
|---|---|---|---|
| | | Frequency | Percentage |
| Senior management (JG1-4) | 48 | 44 | 92 |
| Middle management (JG5-6) | 76 | 58 | 76 |
| **Total** | **124** | **102** | **82** |

**Source: Research Data, 2021**

Analysis in Table 7 shows that the response rate in senior management (JG1-4) was 92% while for middle management (JG5-6), it was 76%. The composition of the respondents depicting the various management levels validates the study findings.

### 4.3.5 Length of service in the organization

This study also sought information regarding the length of service that the responding staff had served in the Kenya wildlife Service and the results are as presented in Table 8.

**Table 8: Distribution of respondents by length of service in the organization**

| | Frequency | Percentage |
|---|---|---|
| More than 10 years | 87 | 85 |
| 5 to 10 years | 12 | 12 |
| Less than 5 years | 3 | 3 |
| **Total** | **102** | **100** |

**Source: Research Data, 2021**

An analysis of respondents' period of years served in Table 8 shows that 85% of the respondents have served for over 10 years, 12% have been working with KWS for a period of between 5 and 10 years while 3% have worked with KWS for less than five years. This illustrates that the information given in relation to knowledge sharing initiatives and management development at the Kenya Wildlife Service is based on a strong institutional memory thus validates the study findings.

## 4.4 Knowledge Sharing Initiatives

As the study's independent variable, knowledge sharing was measured using fourteen (14) items developed across three knowledge sharing initiatives identified for this study. These were databanks; organizational manuals and publications; and communities of practice. In order to measure the items, a five point Likert scale was used where 1 represented Not at all'

and 5 'To a large extent'. This was to establish the extent to which Kenya Wildlife Service had implemented the knowledge sharing initiatives. Of the fourteen (14) items, four (4) measured databanks; six (6) measured organizational manuals and publications; while four (4) measured communities of practice. Selection of items for measurement of the knowledge sharing initiatives was informed by both theoretical considerations and descriptions of knowledge sharing initiatives found in the literature and operationalized to suit this study guided by the context and objectives of this study.

The scores of "Not at all" and "To a small extent" represented an item of knowledge sharing initiatives implemented to a "Small Extent" (SE). This was equivalent to 1 to 2.4 on the Likert scale ($1 \leq SE < 2.4$). The scores of "Not sure" represented an item of knowledge sharing initiatives implemented to a "Moderate Extent" (ME). This was equivalent to 2.5 to 3.4 on the Likert scale ($2.5 \leq ME < 3.4$). The scores of "To some extent" and "To a Large Extent" represented an item of knowledge sharing initiatives implemented to a "Great Extent" (GE). This was equivalent to 3.5 to 5.0 on the Likert scale ($3.5 \leq GE < 5.0$). Data for the various knowledge sharing initiatives (databanks; organizational manuals and publications; and communities of practice) was aggregated to obtain measurements for advanced analysis. Table 9 presents a summary of the descriptive statistics for knowledge sharing initiatives implemented at the Kenya Wildlife Service.

**Table 9: Summary of descriptive statistics for study variables**

| Variable | Mean Score | Std. Dev. | Cronbach's Alpha | Table |
|---|---|---|---|---|
| Databanks | 4.0 | 0.65 | 0.724 | 10 |
| Organizational manuals and publications | 4.3 | 0.52 | 0.757 | 11 |
| Communities of practice | 3.3 | 0.93 | 0.728 | 12 |

**Source: Research Data, 2021**

Analysis of findings in Table 9 show that databanks as well as organizational manuals and publications are knowledge sharing initiatives that have been implemented to a great extent with mean scores equivalent to 3.5 to 5.0 on the Likert scale ($3.5 < GE < 5.0$) so as to develop managerial competencies in the organization. These findings lend support to assertions by Dalkir (2011) that organizations must develop a knowledge repository where knowledge can be stored and that authoring tools and templates will allow organizations to document

knowledge systematically in a way that would allow efficient retrieval of information whereas annotations allows comments from different contributors to be seen by readers who view the documents and wish to review comments or track changes which in turn leads to development of managerial competencies.

These findings in Table 9 are also in line with assertions by Mosoti and Masheka (2010) that that employees share knowledge or information by creating written materials such as articles for publication, organizational training manuals as well as good practices and lessons learned in the workplace, which in turn develops managerial competencies in the organization.

From Table 9, communities of practice have been implemented to a moderate extent in developing managerial competencies in the organization with mean scores equivalent to 2.5 to 3.4 on the Likert scale (2.5<ME<3.4). These findings lend support to assertions by Wamundila (2008) that bringing people together on issues that are their passion promotes sharing knowledge in both formal organized knowledge activities as well as in informal ways. It further supports assertions that communities of projects often attract participants from a wider region, they have an advantage of bringing together people who may not be able to interact with each other in their routine assignments providing them with an opportunity to share knowledge (Tsui, et al., 2006) which in effect is bound to have an impact of building managerial competencies within an organization.

### 4.4.1 Databanks

DeLong (2004) notes that organizations must develop a knowledge repository where knowledge can be stored. Dalkir (2011) added that organizations must develop a knowledge repository where knowledge can be stored to allow efficient retrieval. In this study, four (4) items were used to measure implementation of this knowledge sharing initiative and findings are presented in Table 10.

**Table 10: Descriptive statistics for databanks**

| Item No | Item Description | Mean | Std. Dev. |
|---|---|---|---|
| 6.1(a) | Organizational profile is explicitly available on the Service website | 4.4 | 0.69 |
| 6.1(b) | There exists functional databases on organizational operations (Workforce, human wildlife conflicts and compensation, endangered species etc.) for ease of analysis and reference | 4.2 | 0.81 |
| 6.1(c) | Templates have been created to systematically document all Service knowledge | 3.8 | 0.89 |
| 6.1(d) | There is a portal on which all departments deposit their reports for all interested staff to access | 3.6 | 1.06 |
| | ***Cronbach's Alpha Value = 0.724*** | | |
| | ***Composite Mean = 4.0, Std. Dev. = 0.65*** | | |

**Source: Research Data, 2021**

As indicated in Table 10, the composite mean for this variable was 4.0 and the Cronbach's Alpha value was 0.724, which surpassed the threshold of 0.7 as recommended by Cooper and Schindler (2011). Thus, this was a stable measure of the variable. As aforementioned, four (4) items were used to measure implementation of this knowledge sharing initiative. Item 6.1(a) for instance sought to determine the extent to which the organizational profile is explicitly available on the Service website. The mean score was 4.4 with a standard deviation of 0.69. This indicates that the Kenya Wildlife Service explicitly avails the organizational profile on the Service profile in order to maximize knowledge sharing to a large extent. Item 6.1(c) sought to establish the extent to which templates have been created to systematically document all Service knowledge. With the Mean score of 3.6 falling in the range of ($3.5 \leq GE < 5.0$) and a standard deviation of 0.89, this indicates that the Kenya Wildlife Service has created templates to systematically document all Service knowledge aimed at maximizing knowledge sharing to a large extent.

As shown in Table 10, all the items on databanks scored mean scores falling in the range of ($3.5 \leq GE < 5.0$). This implies that at the Kenya wildlife Service, depositories have been created to a large extent to enable knowledge retrieval and usage for future references. These findings lend support to assertions by Dalkir (2011) that organizations must develop a knowledge repository where knowledge can be stored and that authoring tools and templates

will allow organizations to document knowledge systematically in a way that would allow efficient retrieval of information whereas annotations allows comments from different contributors to be seen by readers who view the documents and wish to review comments or track changes which in turn leads to development of managerial competencies.

### 4.4.2 Organizational manuals and publications

Argote (2013) claimed that organizational manuals and publications can serve as a training tool as through these web technologies, employees are able to understand how they fit into the overall structure of the organization and in case they have questions and concerns about policies and procedures within the organization, they understand the repositories for reference. In this study, six (6) items were used to measure implementation of this knowledge sharing initiative and findings are presented in Table 11.

**Table 11: Descriptive statistics for manuals and publications**

| Item No | Item Description | Mean | Std. Dev. |
|---|---|---|---|
| 6.2 (a) | Policies define standard operating procedures and codes of ethics for staff | 4.5 | 0.58 |
| 6.2 (b) | Policies and manuals define and make explicit the role of all management levels | 4.5 | 0.62 |
| 6.2 (c) | Policies and procedures highlight the Service's commitment to meeting clients' needs | 4.3 | 0.78 |
| 6.2 (d) | Policies and procedures provide flexibility and delegation of authority | 4.2 | 0.75 |
| 6.2 (e) | Formal information sharing programs such as bulletins and newsletters exit in the Service | 4.0 | 0.96 |
| 6.2 (f) | Policies strengthen inter-departmental collaborations | 4.0 | 0.91 |
| | ***Cronbach's Alpha Value = 0.757*** | | |
| | ***Composite Mean = 4.3, Std. Dev. = 0.52*** | | |

**Source: Research Data, 2021**

As indicated in Table 11, the composite mean for this variable was 4.3 and the Cronbach's Alpha value was 0.757, which surpassed the threshold of 0.7 as recommended by Cooper and Schindler (2011). Thus, this was a stable measure of the variable. As aforementioned, six (6) items were used to measure implementation of this knowledge sharing initiative. Item 6.2(a)

for instance sought to determine the extent which Kenya Wildlife Service had implemented policies that define standard operating procedures and codes of ethics for staff for efficient operations aimed at developing managerial competencies with the organization. The mean score was 4.6 falling in the range of to (3.5<GE<5.0) and a standard deviation of 0.58. This indicates that Kenya Wildlife Service had implemented policies that define standard operating procedures and codes of ethics for staff for efficient operations aimed at developing managerial competencies with the organization to a great extent. It is noted that all the other five items on this variable reported similar observations with their mean scores falling in the range of (3.5<GE<5.0) and standard deviations less than one (Std. Dev. <1.0). These findings are in line with assertions by Diana-Luiz, Cristina and Leovaridis (2016) that clear policies and procedures express the company's desire to make consistent and impartial decisions.

### 4.4.3 Communities of practice

According to Wamundila (2008), communities of practice involve the transfer of knowledge within non-formal or formal segments of employees in an organization. In this study, four (4) items were used to measure implementation of this knowledge sharing initiative and findings are presented in Table 12.

**Table 12: Descriptive statistics for communities of practice**

| Item No | Item Description | Mean | Std. Dev. |
|---|---|---|---|
| 6.3 (a) | Wardens' and Scientists conferences for sharing conservation lessons and experiences | 3.4 | 1.3 |
| 6.3 (b) | Lessons are shared during regular interactions during the centralized tea serving points | 3.3 | 1.2 |
| 6.3 (c) | Knowledge produced within the organization is regularly shared through emails | 3.3 | 1.3 |
| 6.3 (d) | Working in someone's office through role-plays to yield interesting knowledge | 2.8 | 1.2 |
| | ***Cronbach's Alpha Value = 0.728*** | | |
| | ***Composite Mean = 3.3, Std. Dev. = 0.93*** | | |

**Source: Research Data, 2021**

Findings in Table 12 show that the composite mean for this variable was 3.3 and the Cronbach's Alpha value was 0.728, which surpassed the threshold of 0.7 as recommended by Cooper and Schindler (2011). Thus, this was a stable measure of the variable.

This variable was measured by four (4) items. For instance, item 6.3 (a) intended to establish the extent to which Wardens' and Scientists conferences for sharing conservation lessons and experiences aimed at developing managerial competencies with the organization. The mean score was 3.4 falling in the range of ($2.5<ME<3.4$) and standard deviations of greater than one (Std. Dev. >1.0). This indicates that the conferences did not have proper mechanisms for developing managerial competencies with the organization. It is noted that this a trend that was replicated in all the other items on this variable with their mean scores falling in the range of to ($2.5<ME<3.4$). From Table 12, communities of practice have been implemented to a moderate extent in developing managerial competencies in the organization with mean scores equivalent to 2.5 to 3.4 on the Likert scale ($2.5\leq ME<3.4$). This implies that the communities of practice are moderately implemented at the Kenya Wildlife Service with a view to enhancing managerial competences and that the Kenya Wildlife Service has not adequately facilitated communication and interaction by employees within and outside the organization for knowledge sharing to take place.

### 4.5 Management Development

As the study's dependent variable, knowledge sharing initiatives was measured using nine (9) items developed across two aspects of management development effectiveness identified for this study. These were achievement of targets and objectives; and acquisition of skills and competences. In order to measure the items, a five point Likert scale was used where 1 represented Not at all' and 5 'To a large extent'. This was to establish the extent to which management development was effective at the Kenya Wildlife Service. Of the nine (9) items, four (4) measured achievement of targets and objectives while five (5) measured acquisition of skills and competences. Selection of items for measurement of the management development was informed by both theoretical considerations and descriptions of management development found in the literature and operationalized to suit this study guided by the context and objectives of this study.

The scores of "Not at all" and "To a small extent" represented an item of management development effective to a "Small Extent" (SE). This was equivalent to 1 to 2.4 on the Likert scale ($1 \leq SE < 2.4$). The scores of "Not sure" represented an item of management development effective to a "Moderate Extent" (ME). This was equivalent to 2.5 to 3.4 on the Likert scale ($2.5 \leq ME < 3.4$). The scores of "To some extent" and "To a Large Extent" represented an item of management development effective to a "Great Extent" (GE). This was equivalent to 3.5 to 5.0 on the Likert scale ($3.5 \leq GE < 5.0$). Data for the two aspects of management development effectiveness (achievement of targets and objectives; and acquisition of skills and competences) was aggregated to obtain measurements for advanced analysis. Table 13 presents a summary of the descriptive statistics for management development effectiveness at the Kenya Wildlife Service.

**Table 13: Summary of descriptive statistics for study variables**

| Variable | Mean Score | Std. Dev. | Cronbach's Alpha | Table |
|---|---|---|---|---|
| Achievement of targets and objectives | 4.1 | 0.80 | 0.831 | 13 |
| Acquisition of skills and competences | 3.9 | 0.96 | 0.853 | 14 |

**Source: Research Data, 2021**

Analysis of findings in Table 13 show that achievement of targets and objectives as well as and acquisition of skills and competences have been effective at the Kenya Wildlife Service to a great extent with mean scores equivalent to 3.5 to 5.0 on the Likert scale ($3.5 \leq GE < 5.0$). These findings lend support to assertions by Egan (2002) that management development means that individuals can improve their skills and perform managerial functions in the field. It is commonly considered to be a process of learning to act effectively.

### 4.5.1 Achievement of targets and objectives

Table 14 gives the findings for the measurement scale on achievement of targets and objectives. This variable was measured using four (4) items on a five point Likert scale.

**Table 14: Descriptive statistics for achievement of targets and objectives**

| Item No | Item Description | Mean | Std. Dev. |
|---|---|---|---|
| 7.1 (a) | Managers have the capability of achieving set goals and objectives despite the ever changing technologies | 4.3 | 0.61 |
| 7.1 (b) | Managers in the organization have the ability to work confidently and effectively across the organization | 4.2 | 0.75 |
| 7.1 (c) | Managers across the organization exhibit team functioning skills in achievement of set goals | 4.1 | 0.82 |
| 7.1 (d) | Managers confidently respond to information requests across all departments | 3.9 | 1.01 |
| | ***Cronbach's Alpha Value = 0.831*** | | |
| | ***Composite Mean = 4.1, Std. Dev. = 0.80*** | | |

**Source: Research Data, 2021**

As indicated in Table 14, the composite mean for this variable was 4.1 and the Cronbach's Alpha value was 0.831, which surpassed the threshold of 0.7 as recommended by Cooper and Schindler (2011). Thus, this was a stable measure of the variable. As aforementioned, four (4) items were used to measure achievement of targets and objectives. Item 7.1(a) for instance sought to determine the extent to which managers have the capability of achieving set goals and objectives despite the ever changing technologies at the Kenya Wildlife Service. The mean score was 4.3 falling in the range of (3.5<GE<5.0) and a standard deviation of 0.61. This indicates that at the Kenya Wildlife Service, managers have the capability of achieving set goals and objectives despite the ever changing technologies to a great extent as a result of the knowledge sharing initiatives within the organization. It is noted that all the other three items on this variable reported similar observations with their mean scores falling in the range of to (3.5<GE<5.0) and standard deviations less than one (Std. Dev. <1.0) apart from the ability of managers to confidently respond to information requests across all departments which had a standard deviation of greater than one (Std. Dev. >1.0). This shows that achievement of targets and objectives is tied with knowledge sharing initiatives in the organization.

### 4.5.2 Acquisition of skills and competences

Table 15 gives the findings for the measurement scale on acquisition of skills and competences. This variable was measured using five (5) items on a five point Likert scale.

**Table 15: Descriptive statistics for acquisition of skills and competences**

| Item No | Item Description | Mean | Std. Dev. |
|---|---|---|---|
| 7.2 (a) | Managers have improved capabilities to perform effectively in senior managerial positions | 4.1 | 0.85 |
| 7.2 (b) | Managers across all levels are dependable in giving consistent and right decisions | 4.0 | 0.90 |
| 7.2 (c) | Potential managers are identified and recruited within the Service | 3.8 | 1.04 |
| | Managers effectively use all equipment in their activities | 3.8 | 0.98 |
| 7.2 (d) | Managers are flexible in working in the various departments | 3.6 | 1.04 |
| | ***Cronbach's Alpha Value = 0.853*** | | |
| | ***Composite Mean = 3.9, Std. Dev. = 0.96*** | | |

**Source: Research Data, 2021**

As indicated in Table 15, the composite mean for this variable was 3.9 and the Cronbach's Alpha value was 0.0.853, which surpassed the threshold of 0.7 as recommended by Cooper and Schindler (2011). Thus, this was a stable measure of the variable. As aforementioned, five (5) items were used to measure acquisition of skills and competences. Item 7.2 (a) for instance sought to determine the extent to which managers have improved capabilities to perform effectively in senior managerial positions at the Kenya Wildlife Service. The mean score was 4.1 falling in the range of (3.5<GE<5.0) and a standard deviation of 0.85. This indicates that at the Kenya Wildlife Service, Managers have improved to a great extent in their capabilities to perform effectively in senior managerial positions as a result of the knowledge sharing initiatives within the organization. It is noted that all the other three items on this variable reported similar observations with their mean scores falling in the range of (3.5<GE<5.0). However, with standard deviations greater than one (Std. Dev. >1.0), not all the respondents agreed that potential managers are identified and recruited within the Service and that managers are flexible in working in the various departments.

## 4.6 Results of Correlation Analysis

In this section, the nature and strength of the association between knowledge sharing initiatives and management development is presented using the Pearson Product Moment Correlation Coefficient. Table 16 has the findings.

**Table 16: Relationship between knowledge sharing initiatives and management development**

| | | Management Development | Databanks | OMP | CP |
|---|---|---|---|---|---|
| Management Development | Pearson Correlation | 1 | .433** | .623** | .485** |
| | Sig. (2-tailed) | | .000 | .000 | .000 |
| | N | 102 | 102 | 102 | 102 |
| Databanks | Pearson Correlation | | 1 | .490** | .508** |
| | Sig. (2-tailed) | | | .000 | .000 |
| | N | | 102 | 102 | 102 |
| Organizational Manuals and Publications (OMP) | Pearson Correlation | | | 1 | .514** |
| | Sig. (2-tailed) | | | | .000 |
| | N | | | | 102 |
| Communities of Practice (CP) | Pearson Correlation | | | | 1 |
| | Sig. (2-tailed) | | | | |
| | N | | | | 102 |

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

**Source: Research Data, 2021**

The results in Table 16 indicate that organizational manuals and publications (r = 0.623, p<0.1) had a strong and significant positive relationship with management development while databanks (r = 0.433, P<0.1) and communities of practice (r = 0.485, P<0.1) had moderate and significant positive relationship with management development. From Table 16, organizational manuals and publications had the strongest relationship with management development followed by communities of practice while databanks had the weakest relationship with management development at the Kenya Wildlife Service.

## 4.7 Results of Regression Analysis

The main objective of this study was to establish the effect of knowledge sharing on management development at Kenya Wildlife Service. In this section, results of the multiple linear regression analysis are presented and interpreted.

### 4.7.1 Coefficient of Determination

This study tested the relationship between knowledge sharing and management development at Kenya Wildlife Service by computing the coefficient of determination whose results are presented in Table 17.

**Table 17: Regression model**

**Model Summary**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .658[a] | .433 | .415 | .51327 |

a. Predictors: (Constant), communities of practice, organizational manuals and publications, databanks

b. Dependent Variable: Management Development

**Source: Research Data, 2021**

As shown in Table 17, knowledge sharing accounted for 43% of the variation in management development at Kenya Wildlife Service. These results point out that communities of practice, organizational manuals and publications, databanks accounted for 43% of the variation in management development at Kenya Wildlife Service ($R^2$ = .433). This shows that other initiatives not measured in this study accounted for 57% of the variation in management development at Kenya Wildlife Service. With these findings, it can safely be inferred that the variation in management development at the Kenya Wildlife Service that is not explained by this model is due to exclusion of other predictors that affect management development at the organization.

### 4.7.2 T-Test for Coefficients

In order to establish the effect of each of the knowledge sharing initiatives on management development at Kenya Wildlife Service, a multiple linear regression analysis was performed. The resultant model tested in this study was depicted specified as: -

$$MD = \beta_0 + \beta_1 DT + \beta_2 OMP + \beta_3 CP$$

Where: -

MD = Management Development

DT = Databanks

| | | |
|---|---|---|
| OMP | = | Organizational Manuals and Publications |
| CP | = | Communities of practice |
| $\beta_0$ | = | Constant term |
| $\beta$ | = | Coefficients of determinants |
| $\varepsilon$ | = | error term |

The results of the coefficients of regression equation are summarized in Table 36.

**Table 18: Coefficients of regression equation**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | .524 | .447 | | 1.173 | .244 |
| | Databanks | .109 | .096 | .105 | 1.132 | .260 |
| | OMP | .609 | .120 | .475 | 5.096 | .000 |
| | CP | .135 | .068 | .187 | 1.985 | .050 |

a. Dependent Variable: Management Development

**Source: Research Data, 2021**

From Table 18, organizational manuals and publications showed the greatest contribution by knowledge sharing on management development ($\beta = 0.609$) followed by communities of practice ($\beta = 0.135$). Databanks had weakest contribution to management development at the Kenya Wildlife Service ($\beta = 0.109$).

Substituting the beta coefficients from Table 36, the multiple linear regression equation becomes:

$MD = 0.524 + 0.109DT + 0.609OMP + 0.135CP$

From this multiple linear regression equation, this study makes a number of assertions. First regarding the databanks, taking the other two independent variables (organizational manuals and publications and communities of practice) at zero, a unit increase in databanks led to 0.109 predicted increase in management development at the Kenya Wildlife Service. These findings lend support to assertions by Dalkir (2011) that organizations must develop a knowledge repository where knowledge can be stored and that authoring tools and templates will allow organizations to document knowledge systematically in a way that would allow

efficient retrieval of information whereas annotations allows comments from different contributors to be seen by readers who view the documents and wish to review comments or track changes which in turn leads to development of managerial competencies

In relation to organizational manuals and publications, analysis of findings indicate that taking the other two independent variables (databanks and communities of practice) at zero, a unit increase in organizational manuals and publications led to 0.609 predicted increase in management development at the Kenya Wildlife Service. These findings are also in line with assertions by Mosoti and Masheka (2010) that employees share knowledge or information by creating written materials such as articles for publication, organizational training manuals as well as good practices and lessons learned in the workplace, which in turn develops managerial competencies in the organization.

Analysis of findings show that in relation to communities of practice, taking the other two independent variables (databanks and organizational manuals and publications) at zero, a unit increase in communities of practice led to 0.135 predicted increase in management development at the Kenya Wildlife Service. These findings lend support to assertions by Wamundila (2008) that bringing people together on issues that are their passion promotes sharing knowledge in both formal organized knowledge activities as well as in informal ways. It further supports assertions that communities of projects often attract participants from a wider region, they have an advantage of bringing together people who may not be able to interact with each other in their routine assignments providing them with an opportunity to share knowledge (Tsui, et al., 2006) which in effect is bound to have an impact of building managerial competencies within an organization.

### 4.7.3 F-Test for Significance

In order to establish the variability or distribution of the scores in the sample, an analysis of variance (ANOVA) was performed for knowledge sharing and management development and the results were as summarized shown in Tables 19.

**Table 19: ANOVA Table for Knowledge Sharing and management Development**

| | Sum of Squares | Df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Between Groups | 18.312 | 23 | .796 | 4.033 | .000 |
| Within Groups | 15.400 | 78 | .197 | | |
| Total | 33.712 | 101 | | | |

**Source: Research Data, 2021**

According to the information presented in the ANOVA Table 19, the significance value is .000 (p = .000) which is below 0.05. Based on these findings, it can safely be deduced that at the Kenya Wildlife Service, changes in management development are associated with knowledge sharing initiatives within the organization.

In addition, since the mean between groups (m = 0.796) is greater than the mean between groups (m = 0.197), it is deduced there was a variation on the outcome variable by the study sample. This is confirmed by the F value (4.033) which is greater than 1. This suggests that some groups significantly differed in relation to their mean values. This may be due to the different levels of management development reported in the different administrative units at the Kenya Wildlife Service.

In order to establish the variability or distribution of the scores in the sample, an analysis of variance (ANOVA) was performed for knowledge sharing initiatives and management development and the results were as summarized shown in Tables 20.

**Table 20: ANOVA Table for Knowledge sharing initiatives and management development**

| | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| Databanks | Between Groups | 17.459 | 23 | .759 | 2.378 | .002 |
| | Within Groups | 24.894 | 78 | .319 | | |
| | Total | 42.353 | 101 | | | |
| Organizational Manuals and Publications | Between Groups | 16.873 | 23 | .734 | 5.288 | .000 |
| | Within Groups | 10.822 | 78 | .139 | | |
| | Total | 27.695 | 101 | | | |
| Communities of Practice | Between Groups | 32.282 | 23 | 1.404 | 1.987 | .013 |
| | Within Groups | 55.090 | 78 | .706 | | |
| | Total | 87.373 | 101 | | | |

**Source: Research Data, 2021**

Similar to findings reported in Table 19, the information presented in the ANOVA Table 20 show that the significance values (p) for the independent variables were below 0.05 (databanks p = .002; organizational manuals p = .000; and publications communities of practice p = .013). Based on these findings, it can safely be deduced that at the Kenya Wildlife Service, changes in management development are associated with communities of practice, organizational manuals and publications and databanks.

### 4.8 Test of Hypothesis

First, this study sought to establish the effect of databanks on management development at the Kenya Wildlife Service. From the literature, Dalkir (2011) pointed out that organizations must develop a knowledge repository where knowledge can be stored and that authoring tools and templates will allow organizations to document knowledge systematically in a way that would allow efficient retrieval of information whereas annotations allows comments from different contributors to be seen by readers who view the documents and wish to review comments or track changes which in turn leads to development of managerial competencies. Aming'a (2013) added that other than archiving knowledge for future references, these repositories improve interaction, facilitate knowledge sharing and transfer and enhance organizational efficiency. Thus, it was expected that databanks have a strong and significant positive relationship with management development at the Kenya Wildlife Service. The null hypothesis that databanks have no significant effect on management development at the Kenya Wildlife Service was thus tested using the Pearson Product Moment Correlation Coefficient (Table 16) and the Analysis Of Variance (ANOVA, Table 20). The Pearson Product Moment Correlation performed to determine the relationship between databanks and management development at the Kenya Wildlife Service showed that databanks had moderate and significant positive relationship with management development ($r = 0.433$, $P<0.1$). Based on these findings and supported by the analysis of variance (ANOVA) which showed that databanks had a significance values of 0.002 (below 0.05), the null hypotheses that databanks have no significant effect on management development at the Kenya Wildlife Service was rejected. Thus, the alternate hypothesis that databanks have significant effect on management development at the Kenya Wildlife Service was accepted.

The second objective of the study was to determine the effect of organizational manuals and publications on management development at the Kenya Wildlife Service. Mosoti and Masheka (2010) noted that employees share knowledge or information by creating written materials such as articles for publication, organizational training manuals as well as good practices and lessons learned in the workplace, which in turn develops managerial competencies in the organization. Thus, it was expected that organizational manuals and publications have a strong and significant positive relationship with management development at the Kenya Wildlife Service. The null hypothesis that organizational manuals and publications have no significant effect on management development at the Kenya Wildlife Service was thus tested using the Pearson Product Moment Correlation Coefficient (Table 16) and the Analysis Of Variance (ANOVA, Table 20). The Pearson Product Moment Correlation performed to determine the relationship between organizational manuals and publications and management development at the Kenya Wildlife Service showed that organizational manuals and publications had strong and significant positive relationship with management development ($r = 0.623$, $P<0.1$). Based on these findings and supported by the analysis of variance (ANOVA) which showed that databanks had a significance values of 0.000 (below 0.05), the null hypotheses that organizational manuals and publications have no significant effect on management development at the Kenya Wildlife Service was rejected. Thus the alternate hypothesis that organizational manuals and publications have significant effect on management development at the Kenya Wildlife Service was accepted.

Finally, this study sought to examine how communities of practice affect management development at the Kenya Wildlife Service. From the literature, Wamundila (2008) opined that that bringing people together on issues that are their passion promotes sharing knowledge in both formal organized knowledge activities as well as in informal ways and that communities of projects often attract participants from a wider region, they have an advantage of bringing together people who may not be able to interact with each other in their routine assignments providing them with an opportunity to share knowledge (Tsui, et al., 2006) which in effect impacts building managerial competencies within an organization. Thus, it was expected that communities of practice have a strong and significant positive relationship with management development at the Kenya Wildlife Service. The hypothesis

that communities of practice have no significant effect on management development at the Kenya Wildlife Service was thus tested using the Pearson Product Moment Correlation Coefficient (Table 16) and the Analysis Of Variance (ANOVA, Table 20). The Pearson Product Moment Correlation performed to determine the relationship between communities of practice and management development at the Kenya Wildlife Service showed that databanks had moderate and significant positive relationship with management development ($r = 0.485$, $P<0.1$). Based on these findings and supported by the analysis of variance (ANOVA) which showed that communities of practice had a significance values of 0.013 (below 0.05), the null hypotheses that communities of practice have no significant effect on management development at the Kenya Wildlife Service was rejected. Thus the alternate hypothesis that communities of practice have significant effect on management development at the Kenya Wildlife Service was accepted.

# CHAPTER FIVE

# SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

## 5.1 Introduction

This chapter presents a summary of the study's findings, conclusions derived from the study findings, recommendations and explores areas for further research in the fields of knowledge sharing and management development.

## 5.2 Summary of Findings

This section presents a summary of the study's findings in relation to the three objectives. As pointed out in Chapter one, the main objecvtive of this study was to establish the effect of knowledge sharing on management development at Kenya Wildlife Service. This study measured knowledge sharing through databanks; organizational manuals and publications; and communities of practice. Management development was analysed through achievement of goals and objectives; and acquisition of skills and competences.

This study set to achieve three objectives which included: to establish the effect of databanks on management development at the Kenya Wildlife Service; determine the effect of organizational manuals and publications on management development at the Kenya Wildlife Service; and to examine how communities of practice affect management development at the Kenya Wildlife Service.

The design adopted for this study was the descriptive survey whose target population were all the employees in management levels namely senior management (JG1-4) and middle management (JG5-6) at the Kenya Wildlife Service at its headquarters, Air wing, Central Workshop, KWS LEA, KWSTI and across the eight administrative conservation areas (Central Rift, Coast, Eastern, Mountain, Northern, Southern, Tsavo and Western). A sample size of 124 respondents was used for this study. The research questionnaires were developed by the researcher and personally administered to the various respondents guiding them on how to fill in the questionnaires, being extra careful not to pre-empt the respondents. Out of the 124 questionnaires distributed for this study, 102 were received and analyzed giving a response rate of 82%.

The strength of consistent correlations between positive or negative variables was tested using parametric and non-parametric statistical methods such as correlation and multiple linear regressions analyzes. To ensure the validity of the research questionnaire used for data collection, the researcher ensured that the validity of the questionnaire was checked and the relevance of the questions and content to the study assessed. Internal reliability was tested with the Cronbach's alpha coefficient.

This study's first objective was to establish the effect of databanks on management development at the Kenya Wildlife Service. It was established that databanks that have been implemented to a great extent with mean scores equivalent to 3.5 to 5.0 on the Likert scale (3.5<GE<5.0) so as to develop managerial competencies in the organization. Findings indicated that databanks had moderate and significant positive relationship with management development at the Kenya Wildlife Service ($r = 0.433$, $P<0.1$), they have significant effect on management development at the Kenya Wildlife Service and that a unit increase in databanks led to 0.109 predicted increase in management development at the Kenya Wildlife Service.

The second objective of this study was to determine the effect of organizational manuals and publications on management development at the Kenya Wildlife Service. Descriptive analysis showed that organizational manuals and publications have been implemented to a great extent with mean scores equivalent to 3.5 to 5.0 on the Likert scale (3.5<GE<5.0) so as to develop managerial competencies in the organization. Findings indicated that organizational manuals and publications had strong and significant positive relationship with management development at the Kenya Wildlife Service ($r = 0.623$, $P<0.1$), they have significant effect on management development at the Kenya Wildlife Service and that a unit increase in organizational manuals and publications led to 0.609 predicted increase in management development at the Kenya Wildlife Service.

The third and final objective of this study was to examine how communities of practice affect management development at the Kenya Wildlife Service. It was established that communities of practice have been implemented at the Kenya Wildlife Service to a moderate extent with mean scores equivalent to 2.5 to 3.4 on the Likert scale (2.5<ME<3.4) so as to develop managerial competencies in the organization. Findings indicated that communities of practice

had moderate and significant positive relationship with management development at the Kenya Wildlife Service ($r = 0.485$, $P<0.1$), they have significant effect on management development at the Kenya Wildlife Service and that a unit increase in communities of practice led to 0.135 increase in management development at the Kenya Wildlife Service.

## 5.3 Conclusions

This study tested various hypotheses developed from the existing literature on the relationship between knowledge sharing initiatives on management development at Kenya Wildlife Service, collecting data from employees in management levels namely senior management (JG1-4) and middle management (JG5-6). The results show changes in management development at the Kenya Wildlife Service are associated with knowledge sharing initiatives within the organization. The combined and individual effects of knowledge sharing initiatives on management development at Kenya Wildlife Service were also found to be significant and it was clear that organizational manuals and publications showed the greatest contribution by knowledge sharing on management development followed by communities of practice. Databanks had weakest contribution to management development at the Kenya Wildlife Service.

## 5.4 Recommendations

This study's first objective was to establish the effect of databanks on management development at the Kenya Wildlife Service. It was established that databanks that have been implemented to a great extent so as to develop managerial competencies in the organization and that databanks had moderate and significant positive relationship with management development at the Kenya Wildlife Service. It is recommended that the organization needs to emphasize on mechanisms for documenting a database system through creation and dissemination of knowledge. This needs to be fully integrated into the day-to-day operations of the organization. Creation and utilization of knowledge repositories need to be fully integrated into the day-to-day operations of the organization filters would be used for different target groups to enhance efficiency and managerial development in the organization.

The second objective of this study was to determine the effect of organizational manuals and publications on management development at the Kenya Wildlife Service. It was established that organizational manuals and publications have been implemented to a great extent so as to develop managerial competencies in the organization. And they had strong and significant positive relationship with management development at the Kenya Wildlife Service. It is recommended that the organization makes the documented manuals and publications readily accessible to staff in the organization for standardization of operations and development of managerial competencies.

The third and final objective of this study was to examine how communities of practice affect management development at the Kenya Wildlife Service. It was established that communities of practice have been implemented at the Kenya Wildlife Service to a moderate extent so as to develop managerial competencies in the organization and that they moderate and significant positive relationship with management development at the Kenya Wildlife Service. It is recommended that the organization needs to adequately facilitate communication and interaction by employees within and outside the organization for knowledge sharing to take place.

## 5.5 Suggestions for Further Research

Based on the research design structure, data collection and analysis were carried out using parametric and non-parametric statistical methods such as correlation and multiple linear regression analyses. The results of the study would be clearer and more detailed if the qualitative analysis methods were included in the research design phase. This study suggests that future studies needs to combine methodologies from both quantitative and qualitative research designs.

Secondly, knowledge sharing initiatives was measured using fourteen (14) items developed across the three knowledge sharing initiatives identified for this study. Of the fourteen (14) items, four (4) measured databanks; six (6) measured organizational manuals and publications; while four (4) measured communities on a five point Likert scale was used where 1 represented Not at all' and 5 'To a large extent'. The relationship between

knowledge sharing and management development might be influenced by external factors such as the political situation, the country's economy and the cultural orientation of its employees. The inclusion of these additional factors will further improve understanding of the relationship between knowledge sharing and management development.

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## APPENDICES

### Appendix I: Research Questionnaire

**EFFECT OF KNOWLEDGE SHARING ON MANAGEMENT DEVELOPMENT**

Kindly answer the following questions as accurately as possible. Your individual responses are strictly confidential and anonymous. Your answers shall be used for academic purposes only. Please tick your answer against each question in the spaces provided.

**SECTION A: GENERAL INFORMATION**

1. Area

| | | | |
|---|---|---|---|
| (a) KWS headquarters | ( ) | (h) Eastern | ( ) |
| (b) Air wing | ( ) | (i) Mountain | ( ) |
| (c) Central Workshop | ( ) | (j) Northern | ( ) |
| (d) KWS LEA | ( ) | (k) Southern | ( ) |
| (e) KWSTI/WRTI | ( ) | (l) Tsavo | ( ) |
| (f) Central Rift | ( ) | (m) Western | ( ) |
| (g) Coast | ( ) | | |

2. Gender

(a) Male ( )

(b) Female ( )

3. Higest level of education

| | | | |
|---|---|---|---|
| (a) O or A-level | ( ) | (d) Bachelors | ( ) |
| (b) Certificate | ( ) | (e) Masters | ( ) |
| (c) Diploma | ( ) | (f) PHD | ( ) |

4. Job group _____

5. Length of service in the organization

(a) Less than 5 years ( )

(b) 5 to 10 years ( )

(c) More than 10 years ( )

**SECTION B: KNOWLEDGE SHARING**

6. The following statements refer to knowledge sharing initiatives such as databanks; organizational manuals and publications; and direct staff interaction forums. Based on your experience of knowledge sharing initiatives in Kenya Wildlife Service, please indicate the extent to which the organization has implemented the initiatives by ticking the appropriate response.

| **Knowledge Sharing Initiatives** | | **To a large extent** | **To some extent** | **Not sure** | **To a small extent** | **Not at all** |
|---|---|---|---|---|---|---|
| **6.1** | **Databanks** | **5** | **4** | **3** | **2** | **1** |
| (a) | Templates have been created to systematically document all Service knowledge | | | | | |
| (b) | Organizational profile is explicitly available on the Service website | | | | | |
| (c) | There is a portal on which all departments deposit their reports for all interested staff to access | | | | | |
| (d) | There exists functional databases on organizational operations (Workforce, human wildlife conflicts and compensation, endangered species etc) for ease of analysis and reference | | | | | |
| **6.2** | **Organizational manuals and publications** | | | | | |
| (a) | Policies and manuals define and make explicit the role of all management levels | | | | | |
| (b) | Policies and procedures provide flexibility and delegation of authority | | | | | |
| (c) | Policies and procedures highlight the Service's commitment to meeting clients' needs | | | | | |
| (d) | Formal information sharing programs such as bulletins and | | | | | |

| Knowledge Sharing Initiatives | | To a large extent | To some extent | Not sure | To a small extent | Not at all |
|---|---|---|---|---|---|---|
| **6.1** | **Databanks** | **5** | **4** | **3** | **2** | **1** |
| | newsletters exist in the Service | | | | | |
| (e) | Policies strengthen inter-departmental collaborations | | | | | |
| (f) | Policies define standard operating procedures and codes of ethics for staff | | | | | |
| **6.3** | **Communities of practice** | | | | | |
| (a) | Lessons are shared during regular interactions during the centralized tea serving points | | | | | |
| (b) | Working in someone's office through role-plays to yield interesting knowledge | | | | | |
| (c) | Knowledge produced within the organization is regularly shared through emails | | | | | |
| (d) | Wardens' and Scientists conferences for sharing conservation lessons and experiences | | | | | |

**SECTION C: MANAGEMENT DEVELOPMENT**

7. The following statements refer to management development such as achievement of targets and goals as well as acquisition of skills and competences. Based on your experience of management development in Kenya Wildlife Service, please indicate the extent to which management development is effective in the organization by ticking the appropriate response.

| **Knowledge Sharing Initiatives** | | **To a large extent** | **To some extent** | **Not sure** | **To a small extent** | **Not at all** |
|---|---|---|---|---|---|---|
| **7.1** | **Achievement of targets and objectives** | **5** | **4** | **3** | **2** | **1** |
| (a) | Managers have the capability of achieving set goals and objectives despite the ever changing technologies | | | | | |
| (b) | Managers across the organization exhibit team functioning skills in achievement of set goals | | | | | |
| (c) | Managers in the organization have the ability to work confidently and effectively across the organization | | | | | |
| (d) | Managers confidently respond to information requests across all departments | | | | | |
| **7.2** | **Acquisition of skills and competences** | | | | | |
| (a) | Managers across all levels are dependable in giving consistent and right decisions | | | | | |
| (b) | Managers have improved capabilities to perform effectively in senior managerial positions | | | | | |
| (c) | Potential managers are identified and recruited within the Service | | | | | |
| (d) | Managers effectively use all equipment in their activities | | | | | |
| (e) | Managers are flexible in working in the various departments | | | | | |

**Appendix II: Approval Permit by KCA University School of Graduate Studies and Research**

Thika Road, Ruaraka
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**SCHOOL OF GRADUATE STUDIES AND RESEARCH**

KCA/SGS/June. 21/1 2nd June 2021

**TO WHOM IT MAY CONCERN**

Dear Sir/Madam,

**RE: WASIKE M. ANTHONY REG NO: 18/06120**

It is my distinct pleasure to introduce to you Mr. Anthony Wasike who is a student in our institution pursuing a Master of Science in Knowledge Management at the College of Business.

Anthony is conducting a research on a topic titled: ***"Effect of Knowledge Sharing on Management Development at Kenya Wildlife Service"*** which is part of the requirements of the program he is pursuing. The research as well as the data procured thereof shall be used for academic purposes only.

Any assistance accorded to him is highly appreciated.

In case of further inquiry, do not hesitate to contact the undersigned.

Yours faithfully,

Dr. Nyaribo Misuko
**Dean, School of Graduate Studies & Research**

## Appendix III: Approval Permit by Kenya Wildlife Service

KENYA WILDLIFE SERVICE

**Ref: KWS/8620 (277)**

11th June, 2021

**Anthony Mukunda Wasike**

Thro' D-BR&P
**KWS Headquarters**

FORWARDED
DIRECTOR
BIODIVERSITY, RESEARCH & PLANNING

Dear Anthony,

**PERMISSION TO CONDUCT RESEARCH**

Reference is made to your letter dated 2nd June, 2021 in regard to the above mentioned subject matter.

We are pleased to inform you that management has granted you permission to conduct research on *"Effect of Knowledge sharing on Management Development at Kenya Wildlife Service"* at the Headquarters, Airwing, Central Workshop, KWS-LEA, KWSTI and the eight Conservation Areas.

This approval has been granted on the understanding that the research as well as the data collected shall be used for academic purposes only. You will be required to submit your thesis and a copy of certificate upon completion of the course to the undersigned.

Congratulations and we wish you all the best in your research.

Yours sincerely,

**E. N. Mwangi**
**For: DIRECTOR GENERAL**

P.O Box 40241-00100, Nairobi, Kenya.
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## Appendix IV: Research License by NACOSTI

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NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **324237**

Date of Issue: **21/June/2021**

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**This is to Certify that Mr.. ANTHONY MUKUNDA WASIKE of KCA University, has been licensed to conduct research in Bomet, Embu, Homabay, Kajiado, Kakamega, Kisumu, Laikipia, Marsabit, Meru, Mombasa, Nairobi, Nakuru, Narok, Taita-Taveta on the topic: EFFECT OF KNOWLEDGE SHARING ON MANAGEMENT DEVELOPMENT AT KENYA WILDLIFE SERVICE for the period ending : 21/June/2022.**

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