



Cape Peninsula
University of Technology

**COMMUNICATION METHODS AND INTERNAL SYSTEMS FOR THE TRANSFER
OF KNOWLEDGE IN A FINANCIAL SERVICE PROVIDER IN THE WESTERN
CAPE, SOUTH AFRICA**

by

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ABSTRACT

Knowledge Management (KM) is a role player in assisting organisations to accomplish their desired goals and objectives by managing the knowledge embedded within individuals and available in systems. Furthermore, knowledge management considers the use of advanced technology to enhance existing knowledge, create new knowledge, and transfer knowledge. However, the process of managing knowledge cannot be successful without proper communication. When this knowledge and the associated expertise are not transferred, organisations are faced with a loss of intellectual capital as employees enter and leave with knowledge and expertise. It is therefore critical to understand who knows what, who needs to know what, and how to transfer the knowledge throughout the organisations.

Hence, this research explores the dynamics of knowledge transfer in relation to communication strategies, tools, methods or systems that the selected company can implement in order to transfer knowledge between interest groups and throughout the organisation. The research philosophy adopted is subjectivism with an interpretivist stance. A qualitative research approach was applied. The data were collected using semi-structured questionnaires and analysed using descriptive data analysis techniques.

The results point to poor levels of understanding the concept of knowledge management and knowledge transfer in the organisation, resulting in departments following silo processes in an effort to transfer knowledge within their specific areas. However, these processes are not sufficiently effective and cause crucial man risk within departments. The results of this study should help the organisation improve its knowledge management processes and organise internal communication in a way that will improve knowledge transfer.

Keywords: Knowledge management, knowledge transfer, communication strategies and systems, financial services industry.

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DEDICATION

I dedicate this dissertation to my mom, Nosine Sofute, and my dad, Mboneli Sofute, and I hope it will be an inspiration to my siblings, Sihle, Sinawo, Asisipho, Sisonke, Lonke and Lwethu

TABLE OF CONTENTS

| | | |
|--|--|----|
| DECLARATION | II | |
| ABSTRACT | III | |
| ACKNOWLEDGEMENTS | IV | |
| DEDICATION | V | |
| TABLE OF CONTENTS | VI | |
| LIST OF FIGURES | X | |
| LIST OF TABLES | XI | |
| GLOSSARY | XII | |
| 1 CHAPTER ONE: INTRODUCTION | 1 | |
| 1.1 | Introduction | 1 |
| 1.2 | Research background | 1 |
| 1.3 | Problem statement | 2 |
| 1.4 | The aim of the study | 3 |
| 1.5 | Objectives of the study | 3 |
| 1.6 | Research questions..... | 4 |
| 1.7 | Research methodology..... | 4 |
| 1.7.1 | Research philosophy | 4 |
| 1.7.2 | Research approach..... | 5 |
| 1.7.3 | Research strategy..... | 5 |
| 1.7.4 | Unit of analysis | 5 |
| 1.7.5 | Data collection interviews, semi-structured questionnaires | 5 |
| 1.7.6 | Data analysis | 6 |
| 1.8 | Ethics | 6 |
| 1.9 | Delineation of the research..... | 7 |
| 1.10 | Significance of the research | 7 |
| 1.11 | Overview | 7 |
| 2 CHAPTER TWO: LITERATURE REVIEW | 8 | |
| 2.1 | Introduction | 8 |
| 2.2 | Knowledge | 8 |
| 2.2.1 | Definition of knowledge..... | 8 |
| 2.2.2 | Different types of knowledge..... | 9 |
| 2.2.2.1 | Tacit knowledge | 9 |
| 2.2.2.2 | Explicit knowledge..... | 10 |
| 2.3 | Knowledge management (KM) | 10 |
| 2.4 | Knowledge transfer (KT)..... | 12 |
| 2.5 | Communication | 13 |

| | | |
|----------|---|-----------|
| 2.6 | Financial services industry..... | 14 |
| 2.7 | Research framework | 15 |
| 2.8 | Chapter summary..... | 17 |
| 3 | CHAPTER THREE: METHODOLOGY..... | 18 |
| 3.1 | Introduction | 18 |
| 3.2 | Research philosophy..... | 19 |
| 3.2.1 | Ontology | 19 |
| 3.2.2 | Epistemology | 19 |
| 3.2.3 | Interpretive philosophy..... | 20 |
| 3.3 | Research design | 21 |
| 3.4 | Research approach..... | 21 |
| 3.5 | Research strategy | 22 |
| 3.6 | Unit of analysis..... | 22 |
| 3.7 | Data collection..... | 22 |
| 3.8 | Sampling | 23 |
| 3.9 | Data analysis..... | 25 |
| 3.10 | Delineation | 26 |
| 3.11 | Ethics | 26 |
| 3.12 | Chapter summary..... | 26 |
| 4 | CHAPTER FOUR: DATA ANALYSIS AND FINDINGS..... | 28 |
| 4.1 | Introduction | 28 |
| 4.2 | The Case Company..... | 28 |
| 4.3 | The participants..... | 28 |
| 4.4 | Interview process | 30 |
| 4.5 | Data Analysis | 30 |
| 4.5.1 | Current levels of awareness and understanding of knowledge management | 31 |
| 4.5.1.1 | Understanding of knowledge management..... | 32 |
| 4.5.1.2 | The concept of knowledge management | 33 |
| 4.5.1.3 | Knowledge as a valuable asset | 34 |
| 4.5.1.4 | Quality and availability of knowledge | 34 |
| 4.5.1.5 | Understanding of knowledge transfer | 34 |
| 4.5.1.6 | The concept of knowledge transfer..... | 35 |
| 4.5.2 | Organisational culture | 36 |
| 4.5.2.1 | Current organisational culture..... | 36 |
| 4.5.2.2 | Knowledge transfer a managers' initiative or organisation-wide idea | 37 |
| 4.5.2.3 | Changes regarding knowledge transfer support and initiatives | 38 |
| 4.5.2.4 | Factors that facilitate knowledge transfer..... | 40 |
| 4.5.2.5 | Mutual trust | 41 |

| | | |
|----------|---|-----------|
| 4.5.2.6 | Team members' support and collaboration..... | 42 |
| 4.5.3 | Management support and involvement | 43 |
| 4.5.3.1 | Management support..... | 43 |
| 4.5.3.2 | Recent activities by senior management | 44 |
| 4.5.3.3 | Senior management actively encouraging knowledge transfer | 45 |
| 4.5.3.4 | Senior management's participation and follow-up..... | 46 |
| 4.5.4 | Rewards and recognition | 47 |
| 4.5.4.1 | Current rewards and recognition systems..... | 47 |
| 4.5.4.2 | Do you feel recognised?..... | 48 |
| 4.5.4.3 | Management's recognition of value added | 49 |
| 4.5.5 | Organisational structure..... | 50 |
| 4.5.5.1 | Working relationship between employees..... | 50 |
| 4.5.5.2 | Impact of organisation culture on knowledge transfer | 51 |
| 4.5.6 | Information technologies infrastructure | 53 |
| 4.5.6.1 | Existing technology | 53 |
| 4.5.6.2 | Evaluation of the existing technology..... | 54 |
| 4.5.6.3 | Adequate use of existing technology | 54 |
| 4.5.7 | General remarks | 56 |
| 4.5.7.1 | Evaluation of the current knowledge transfer initiatives | 57 |
| 4.5.7.2 | Improvement opportunities | 58 |
| 4.5.7.3 | Hurdles in effective knowledge transfer | 59 |
| 4.5.7.4 | Main competencies that facilitate knowledge transfer | 61 |
| 4.5.7.5 | Factors that prevent knowledge transfer..... | 62 |
| 4.5.7.6 | Preferred communication method for knowledge transfer..... | 64 |
| 4.6 | Chapter summary..... | 64 |
| 5 | CHAPTER FIVE: DISCUSSION..... | 66 |
| 5.1 | Introduction | 66 |
| 5.2 | Levels of awareness and understanding of knowledge management | 66 |
| 5.3 | Organisational culture..... | 68 |
| 5.4 | Management involvement and support..... | 69 |
| 5.5 | Rewards and recognition..... | 70 |
| 5.6 | Organisational structure | 71 |
| 5.7 | Information technologies infrastructure..... | 72 |
| 5.8 | General remarks..... | 73 |
| 5.9 | Chapter summary..... | 74 |
| | CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS | 76 |
| 6.1 | Introduction | 76 |
| 6.2 | Conclusion | 76 |

| | | |
|--|------------------------------------|------------|
| 6.2.1 | Summary of research findings | 77 |
| 6.2.2 | Concluding remarks | 78 |
| 6.3 | Recommendations | 79 |
| 6.3.1 | Recommendation 1 | 79 |
| 6.3.2 | Recommendation 2 | 79 |
| 6.3.3 | Recommendation 3 | 80 |
| 6.3.4 | Recommendation 4 | 80 |
| 6.4 | Limitations | 80 |
| 6.5 | Future studies..... | 81 |
| REFERENCES | | 82 |
| APPENDIX A: INTERVIEW CONSENT FORM | | 92 |
| APPENDIX B: QUESTIONNAIRE FOR INTERVIEWS..... | | 94 |
| APPENDIX C: PERMISSION LETTER..... | | 98 |
| APPENDIX D: ETHICS CLEARANCE | | 99 |
| APPENDIX E: INTERVIEW RESPONSES | | 100 |

LIST OF FIGURES

| | |
|--|----|
| Figure 2.1: Knowledge management process | 11 |
| Figure 2.2: Proposed research framework | 16 |
| Figure 3.1: The “research onion” of Saunders..... | 18 |
| Figure 3.2: Organisation structure..... | 24 |
| Figure 4.1: Participants’ age | 29 |
| Figure 4.2: Participants’ gender | 29 |
| Figure 4.3: participants’ years of experience | 30 |
| Figure 4.4: The concept of knowledge management..... | 33 |
| Figure 4.5: The concept of knowledge transfer | 35 |
| Figure 4.6: Current organisational culture | 36 |
| Figure 4.7: KT managers’ initiative or organisation-wide idea | 37 |
| Figure 4.8: Recent changes regarding knowledge transfer | 38 |
| Figure 4.9: Mutual trust..... | 41 |
| Figure 4.10: Team members’ support and collaboration | 42 |
| Figure 4.11: Management support | 43 |
| Figure 4.12: Active encouragement of knowledge transfer..... | 46 |
| Figure 4.13: Participation and follow-up | 46 |
| Figure 4.14: Current rewards and recognition systems | 48 |
| Figure 4.15: Recognition for doing knowledge transfer | 49 |
| Figure 4.16: Recognition of value added..... | 49 |
| Figure 4.17: Working relationships between employees | 51 |
| Figure 4.18: The role of existing technology in knowledge transfer | 53 |
| Figure 4.19: Evaluation of the existing technology | 54 |
| Figure 4.20: Adequate use of existing technology to facilitate knowledge transfer | 55 |
| Figure 4.21: Perception of participants on how well the current KT initiatives are working ... | 57 |
| Figure 4.22: Preferred communication methods..... | 64 |

LIST OF TABLES

| | |
|--|----|
| Table 3.1: Epistemology of popular research philosophies in business research | 20 |
| Table 3.2: Summary of respondents, gender, age, job title and employment duration..... | 25 |
| Table 4.1: Summary of problem statement, research questions, themes and aim..... | 31 |
| Table 4.2: Interview questions concerning levels of awareness and understanding of KM... | 32 |
| Table 4.3: Characteristics relating to the understanding of KM by the participants..... | 32 |
| Table 4.4: Interview questions concerning organisational culture..... | 36 |
| Table 4.5: Changes according to the participants relating to knowledge transfer | 38 |
| Table 4.6: Factors facilitating knowledge transfer | 40 |
| Table 4.7: Interview questions concerning management support and involvement | 43 |
| Table 4.8: Recent activities by senior management | 44 |
| Table 4.9: Interview questions concerning rewards and recognition..... | 47 |
| Table 4.10: Interview questions concerning organisation structure | 50 |
| Table 4.11: Factors that impact organisation culture towards knowledge transfer..... | 51 |
| Table 4.12: Interview questions concerning information technologies infrastructure | 53 |
| Table 4.13: Use of existing technology | 55 |
| Table 4.14: Interview questions on general remarks | 57 |
| Table 4.15: Opportunity to improvement current knowledge transfer initiatives | 58 |
| Table 4.16: Hurdles identified in transferring knowledge | 60 |
| Table 4.17: Competencies that facilitate knowledge transfer..... | 62 |
| Table 4.18: Factors that prevent knowledge transfer | 62 |
| Table 4.19: Summary of findings derived from interviewee responses..... | 65 |
| Table 5.1: Research questions | 66 |
| Table 5.2: Findings on levels of awareness and understanding of KM | 67 |
| Table 5.3: Findings on organisational culture | 68 |
| Table 5.4: Findings on management involvement and support | 70 |
| Table 5.5: Findings on rewards and recognition..... | 70 |
| Table 5.6: Findings on organisational structure..... | 71 |
| Table 5.7: Findings on information technologies infrastructure..... | 72 |
| Table 5.8: Findings on general remarks..... | 73 |

GLOSSARY

| ABBREVIATION | MEANING |
|--------------|---|
| IT | Information Technology |
| SME | Small and Medium and Enterprise |
| GDP | Gross Domestic Product |
| KM | Knowledge Management |
| KMS | Knowledge Management Systems |
| KT | Knowledge Transfer |
| ICT | Information and Communications Technology |
| ECMS | Enterprise Content Management System |
| SQL | Structured Query Language |
| QA | Quality Assessment |
| SLA | Service Level Agreement |
| FSP | Financial Service Provider |
| SA | South Africa |

CHAPTER ONE: INTRODUCTION

1.1 Introduction

Knowledge Management (KM) is rapidly growing in scope and complexity and plays an essential role in assisting organisations to accomplish their goals and objectives. KM systematically considers the use of advanced technology for enhancing existing and creating new knowledge. The transfer of knowledge, although it is expensive and time consuming, creates a healthy organisational environment and gives organisations a competitive advantage. The lack of communication methods and internal systems for the transfer of knowledge are the basis of this research. A case study approach using interviews with semi-structured questionnaires are used to explore how knowledge transfer (KT) takes place in a financial service provider in Cape Town, South Africa.

This chapter presents a background to the research study conducted in exploring the dynamics of knowledge transfer with reference to communication strategies, tools, methods or systems for KT within the selected financial service provider (FSP).

The context for this research study is given to clarify how the fulfilment of the research aims and objectives can make a contribution to the KM practices in organisations. The chapter is divided into ten sections. The first section introduces the chapter by providing a brief overview of what the chapter is about. The second section reveals the background study. The third section provides the problem statement. Section four gives the aim of the research study. Sections five and six discuss the research objectives and questions. Section seven outlines the ethics considered in this study, whilst section eight provides the significance of the study. Lastly, in section nine the chapter is summarised by giving an overview of what the next chapters cover.

1.2 Research background

Paulin and Suneson (2012) identify three principle elements of KM, namely: i) knowledge source; ii) knowledge transfer process; and iii) the knowledge recipient. According to Davenport and Prusak (1998), even though sophisticated systems have been put in place, knowledge transfer and retention have always been the major challenges facing businesses. To succeed, companies have to find ways of getting the right information to the right people at the right time. It has therefore become critical to know who knows what, who needs to know what, and how to

transfer the knowledge throughout the organisations—this is a process of knowledge transfer (Martins & Martins, 2011).

Communication is identified as the vital role player in the knowledge transfer process (Du Plessis & Boshoff, 2008; Roberts, 2000). Spender and Grant (1996) assert that the communication strategies and systems for communicating and transferring knowledge differ and are dependent on the industry characteristics. In managing the knowledge transfer process, it is important to select appropriate communication strategies and systems for the type of knowledge to be transferred (Murray & Peyrefitte, 2007). It can therefore be concluded that communication and KT are intertwined and internal communication strategies and systems need to be in place to ensure that knowledge is transferred successfully.

Hence, this research study explores knowledge management with a specific focus on one aspect of KM, namely KT, paying particular attention to communication strategies, methods, tools and systems that can be used to transfer knowledge between employees in the financial services industry.

1.3 Problem statement

Davenport and Prusak (1998:5) define knowledge as “a fluid mix of framed experience, values, contextual information, expert insight, and grounded intuition that provides an environment and framework for evaluating and incorporating new experiences and information it originates and is applied in the minds of the knowers”. It is the use of this knowledge that gives organisations a competitive advantage (Cavusgil, Calantone & Zhao, 2003; Lee & Choi, 2000; Lane & Lubatkin, 1998; Grant, 1996; Nonaka & Takeuchi, 1995). This knowledge is often embedded not only in documents or repositories, but also in organisational routines, practices and norms (explicit knowledge). Consequently, less attention is paid to the knowledge stored in the heads of employees (implicit knowledge) because this knowledge is natural and difficult to transfer to others (Nonaka & Takeuchi, 1995).

Implicit knowledge has become a problem to many organisations as organisations grow and a number of employees enter and leave the organisations with different knowledge and expertise (Pickett, 2004; American Productivity & Quality Centre, 2002). The organisations are faced with the challenge of managing the knowledge as it is complex and difficult to implement (Yee, Wei & Yen, 2015; Mahroeian & Forozia, 2012; Sanchez, 2012; Bennett & Gabriel, 1999; Zack, 1999; Nonaka & Konno, 1998; Leonard & Sensiper, 1998; Holtshouse, 1998). According to Luo and Bua (2016) and Dewah (2014), communication is an integral part of KT. Ling, Yen

and Yen (2016) indicate that organisational culture dictates the communication strategies of the organisation, which in turn assist in transferring knowledge (Luo & Bua, 2016). Furthermore, Said, Abdullah, Uli and Mohamed (2014) show that organisational characteristics (culture, management support, reward and recognition, and organisation structure) play an important role in the transfer of knowledge.

Pickett (2004) argues that the problem in the financial services industry is that the industry is growing rapidly and as a result, mergers and acquisitions, internal redeployment, downsizing and retrenchments take place. Employees enter and leave the industry with different knowledge and expertise. Knowledge and expertise are also implicit and employees leave without transferring the knowledge to other employees (Alvarez, Cilleruelo & Zamanillo, 2016). Moreover, young employees hold implicit new knowledge and innovative ideas which is mostly not transferred (Alvarez et al., 2016).

Unfortunately, despite the abundance of literature on KM there is little attention paid to Information and Communications Technology (ICT) and its impact on KT (Kruger & Johnson, 2010). Although KM appears as a critical competency in the financial services industry there are only a few organisations that take KM seriously (Jayasundara, 2009). Chigada and Ngulube (2015) further state that knowledge in the financial services industry in South Africa is not properly managed to facilitate the implementation of competitive KM practices for surviving in a knowledge economy. The rationale of the study, therefore, stems from the scarcity of research on KT, the improper management of knowledge and the impact thereof on communications strategies, methods, tools and/or systems (ICT) in the financial services industry in South Africa.

1.4 The aim of the study

The aim of the study is to explore the dynamics of knowledge transfer with reference to communication strategies, tools, methods or systems for knowledge transfer within an organisation.

1.5 Objectives of the study

The main research objective is to identify communication strategies and systems that could enable the transfer of knowledge between employees. A further objective is to identify the factors affecting the transfer of knowledge within an organisation. The research also addresses the following objectives: (i) to examine the generational communication needs and preferences of both the givers and the

receivers of knowledge and their impact on knowledge transfer; and ii) propose a knowledge transfer method that meets the needs of the organisation.

1.6 Research questions

This aim of this research study is to provide answers to the following questions:

Main research question (RQ): What communication strategies, tools, methods and systems can a company implement to transfer knowledge between different interest groups and throughout the organisation?

Research sub-question (RSQ) 1: What are the challenges experienced in the transfer of knowledge in an organisation?

The objective of the question is to determine the factors preventing, or are seen as stumbling blocks, in transferring knowledge. The method selected to answer this question is a case study with semi-structured questionnaires by means of interviews.

Research sub-question (RSQ) 2: How are the information and knowledge made available in an organisation?

The objective of the question is to examine the systems and processes in place to determine what knowledge is available in the organisation and how the information is accessed and utilised by the employees. The method selected to answer this question is a case study with semi-structured questionnaires by means of interviews.

Research sub-question (RSQ) 3: How can knowledge be transferred among employees?

The objective of the question is to investigate and determine how knowledge can be shared and transferred among employees. The method selected to answer this question is a case study with semi-structured questionnaires by means of interviews.

1.7 Research methodology

1.7.1 Research philosophy

A research philosophy comprises three main assumptions in the form of ontology, epistemology and interpretive paradigm. The assumptions impact one another

significantly. The choice of methodology logically follows the assumptions made. For the purpose of this study and in order to implement KM within an organisation, knowledge is perceived as a state of mind and therefore the ontological stance of the researcher in this study is subjectivism. Furthermore, the epistemological theory of this research is concerned with the gap between KT and the communication strategies and systems for transferring knowledge between employees throughout the organisation. Based on the epistemological stance, the research is grounded in interpretivism.

1.7.2 Research approach

An inductive research approach is adopted for this study. According to Saunders, Lewis and Thornhill (2012), an inductive approach involves the researcher collecting data and developing theory as a result of the data analysis. Saunders et al. (2012) suggest that an inductive approach is suited for interpretivism. An inductive approach is selected for this study as the design approach is interpretive and the aim of the research is to provide/propose a theory or framework as well as recommendations on the use of communication systems, strategies, methods and/or tools for KT.

1.7.3 Research strategy

According to Yin (2003:13), a case study is an “empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident”. Based on this definition, a case study is adopted to explore the dynamics of KT with reference to communication strategies, tools, methods or systems for KT within the selected organisation.

1.7.4 Unit of analysis

The unit of analysis of the study is the employees working in the Operations and Finance division of a selected financial service provider in the Western Cape, South Africa, with the specific units being the Finance, Management Information Systems, Information Technology, Change Management, and Client Service departments.

1.7.5 Data collection interviews, semi-structured questionnaires

An interview guide was developed to guide the researcher during the interview to ensure that all aspects of the research are covered. During the design of the interview guide the researcher realised the importance of understanding the current state of the organisation in relation to KT and also the importance of the KT enablers as identified by Wang and Noe (2010). It is on this basis that the interview guide was

created with six categories in mind: (i) level of awareness and understanding of KM and KT; (ii) organisational culture; (iii) organisational structure; (iv) rewards and recognition; (v) management involvement; and (vi) information technology. Included in the last section of the interview guide are general questions aimed at identifying the current barriers to KT, improvement opportunities, and preferred communication methods for KT in the selected organisation.

1.7.6 Data analysis

Data analysis comprises ways and methods that can be used to (i) extract and describe the gathered data, (ii) test hypotheses, (iii) identify the use and implications of the data in relation to the research problem, and (iv) search and interrogate the meaning of the collected data (Rose & Sullivan, 1993). For this study the data analysis process includes identifying the use and implications of data in relation to the research problem. Data are summarised and grouped according to the categories identified from the literature review. Themes are then developed from the participants' responses.

1.8 Ethics

The researcher complied with the ethical principles for scientific research as indicated by the Faculty of Business Management and Science at the Cape Peninsula University of Technology (see ethics clearance on Appendix D). Principles include providing appropriate information sheets and consent forms and ensuring confidentiality in the storage and use of data. The participants' rights considered in this study are as follows:

- i) Participation was voluntary.
- ii) Participants could refuse to answer questions they were uncomfortable with.
- iii) Participants had the right to remain anonymous.
- iv) Participants had the right to refuse any sensitive data (if any) requested.
- v) Participants had the right to withdraw from the study at any stage where necessary.
- vi) The researcher intended to collect data without harming the participants.

Prior to the interviews a consent letter is obtained from the organisation (refer to Appendix C) and all participants are informed of the aim and objectives of the study and what is required of them to make this study a success. Participants are also informed of their rights in participating in, and withdrawing from the study at any time without any negative implications to them.

1.9 Delineation of the research

This study focuses on the use dynamics of KT (a component of KM with reference to communication strategies, tools, methods or systems for KT in the financial services industry). However, only the asset management business is covered, not the entire sector. The research is also restricted to one organisation in the Western Cape Province, South Africa.

1.10 Significance of the research

This research study may improve the selected company's communication strategies and systems for KT. The findings may also assist the financial services industry as a whole. Furthermore, the findings may add new information to the body of knowledge on the transfer of knowledge within an organisation.

1.11 Overview

This study comprises five chapters.

The first chapter is devoted to introducing the study and laying the foundation to five other chapters. This is done by discussing the research background and problem, and highlighting the reason for conducting the study. The discussion is followed by the aim and objectives of the study, which describe the purpose of the study. Finally, this chapter looks at the ethics and significance of the study.

Chapter Two contains the literature review. This chapter establishes other scholars' thoughts around the same problem identified in Chapter One and relevance of the research study to the current academic literature. The purpose of reviewing other scholars' work is to identify what has been done in areas similar to the study (Leedy & Ormrod, 2005:64).

In Chapter Three the research design and methodology is elaborated on. The ways in which the problem of the study can be addressed, are investigated. A strategy to solve the research problem is identified.

The data analysis is discussed in Chapter Four. The research methodology identified in Chapter Three is applied to analyse the data collected.

Chapter Five provides an analysis of the findings identified in Chapter Four.

The study closes with recommendations and conclusions provided in Chapter Six. A summary is provided of what has been covered in the study. It also contains recommendations for future work.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

The purpose of this chapter is to argue the relevance of the research study from the current academic literature. The literature review sheds light on and shows the significance of the proposed research topic. Chapter Two is divided into five sub-sections, namely: i) knowledge; ii) knowledge management; iii) knowledge transfer; iv) communication; and v) the financial services industry. A funnel approach has been used to structure and divide the chapter. In the first sub-section the researcher looks at the broader concept of knowledge which then filters down to how knowledge can be managed. This is followed by knowledge transfer of knowledge management, dealing with transferring the knowledge to interest parties. The means or methods used to transfer knowledge are discussed in the communication sub-section. The last sub-section addresses the concepts of knowledge, its management, and its transfer through communication in the financial services industry.

2.2 Knowledge

2.2.1 Definition of knowledge

In theory, knowledge is identified as “one of the most complex concepts encountered in conducting business” (Wiig, 1993:71) because it is not clear how to manage knowledge (Wiig, 1993). Blackler (1995:1032) describes knowledge as “multifaceted and complex, being both situated and abstracted, implicit and explicit, distributed and individual, physical and mental, developing and static, verbal and encoded”. Davenport and Prusak (1998:5) interpret Blackler’s description and define knowledge as a “a fluid mix of framed experience, values, contextual information, expert insight, and grounded intuition that provides an environment and framework for evaluating and incorporating new experiences and information it originates and is applied in the minds of the knowers”.

There are various other definitions of knowledge as well as different views on what knowledge entails. However, many of these researchers commonly view knowledge as a strategic asset in organisations (Bollinger & Smith, 2001; Goh, 2002; Boisot, 1998; Wiig, 1993). Drucker (1993) and Hoegl and Schulze (2005) describe knowledge as a crucial organisational asset for competitive advantage within an organisation that comes from individuals’ minds, beliefs or values, and it creates

value by improving competitive advantages when it is transferred throughout the organisation.

Knowledge is also viewed as a strategic asset because it minimises the amount of effort needed for information (and physical) processes (Boisot, 1998). Knowledge also enables the development and improvement of products and services (Choo, 2006; Nonaka & Takeuchi, 1995; Boisot, 1998). Argote and Ingram (2000) and Wiig (1993) argue that effective knowledge processing forms the basis of competitive advantage in organisations and is critical to the survival of the firm. Evans, Dalkir and Bidian (2014) elaborate that employees cannot leverage current or past understandings to make more effective and innovative decisions unless knowledge is accessed and shared. To fully utilise the value of knowledge it is empirical for organisations to know the knowledge they have, and also how to manage and reuse this knowledge (Kumar & Rajender, 2012).

2.2.2 Different types of knowledge

According to Davenport and Prusak (1998) there are two different types of knowledge, explicit and tacit. Sena and Shani (1999) posit that generating organisational knowledge requires converting individuals' tacit knowledge to explicit knowledge that is accessible to other organisational members.

2.2.2.1 Tacit knowledge

Tacit knowledge is defined by Nonaka (1991:98) as a "highly personal knowledge of an individual". Kothari, Bickford, Edwards, Dobbins and Meyer (2011) explain that tacit knowledge revolves around the understanding of how and why, with regard to a particular subject area.

Zheng and Pan (2014:629) define tacit knowledge as "a deeper level, and individuals owned knowledge". Due to its nature, tacit knowledge is found to be difficult to communicate to others as it is a judgment based on individual beliefs, varies from one person to another, and could not be easily transferred (Nonaka, 1994). Many more researchers classify tacit knowledge as complex, unrefined, difficult to articulate and implicit as it is deeply embedded in action and in an individual's commitment to a specific context (Spender, 1996; Choo, 2006; Wiig, 1993; Boisot, 1998; Van den Berg, 2013).

According to literature, tacit knowledge can be utilised in employee problem solving and decision making and evidenced in the way in which relationships are utilised and how information and other resources are used (Polanyi, 1962, 1966; Polanyi &

Prosch, 1975; Tsoukas, 2005; Evans & Ali, 2013). Earl (1997) elaborates that tacit knowledge is likely to have the most value to an organisation because of its uniqueness, hence organisations learn and innovate by leveraging tacit knowledge (Choo, 2006); though, transferring knowledge can be slow and expensive (Grant, 2002; Van den Berg, 2013; Kogut & Zander, 1992; Choo, 2006; Boisot, 1998; Heiman & Nickerson, 2004). As previously mentioned, the more complex and abstract knowledge is, the more costly it is for the organisation to create, replicate, and share (Boisot, 1998; Van den Berg, 2013). Tacit knowledge is costly and difficult to use for leveraging because it is difficult to communicate to others and cannot be reduced to a set of rules, systems or elements (Choo, 2006; Van den Berg, 2013; Teece, 1998). Organisations may consider tacit forms of knowledge assets as intangible assets (Evans & Ali, 2013).

2.2.2.2 *Explicit knowledge*

Zheng and Pan (2014:629) define explicit knowledge as “the knowledge that can be spread through normal languages, can be expressed with material existence, and can be known with certainty”. Some researchers commonly define explicit knowledge as knowledge that can be formally expressed using a system of coded symbols (Choo, 2006; Polanyi, 1966; Nonaka & Takeuchi, 1995; Van den Berg, 2013). According to Nonaka (1991) this type of knowledge can be easily communicated and shared. Experts have recognised different forms of explicit knowledge such as patents that are seen as a form of codified knowledge and other similar examples such as reports, electronic mails (e-mails), personal web pages, and other consultants’ written documents.

These forms of organisational knowledge are interdependent (Choo, 2006) and “explicit knowledge ultimately is said to originate from tacit knowledge” (Van den Berg, 2013:167). Furthermore, Tsoukas (2005:158) refers to explicit and tacit forms of knowledge as “two sides of the same coin” that need to be managed to add value. However, to comprehend the nature and value of KM it is important to consider what constitutes knowledge.

2.3 Knowledge management (KM)

According to Gaffoor and Cloete (2010), knowledge has become an important component in organisations and has increased the concentration on the concept of KM. Many researchers describe KM as a process for acquiring, organising, sustaining, applying, sharing, and renewing all forms of knowledge to enhance the organisational performance and create value (Davenport & Prusak, 1998; Allee,

1997; Alavi & Leidner, 2001; Al-Hawamdeh, 2003; Choo, 2006). Patil and Shahade (2014:289) define KM as a “practice of harnessing and exploiting intellectual capital to gain competitive advantage and customer commitment through efficiency, innovation and faster more effective decision making”. It can be concluded that KM is about building and leveraging knowledge through an understanding of how it is created, acquired, processed, distributed, used, harnessed, and controlled, among others (Wiig, 1993), with the aim of facilitating the access, use, and reuse of valuable knowledge resources (Dieng-Kuntz & Matta, 2002).

According to Van den Berg (2013) and Choo (2006), effective management of knowledge involves learning to manage knowledge as both an object and a process and requires management to develop a general understanding of what knowledge is as well as efficient and systematic methods for managing it within the organisation. According to Alavi and Leidner (2001), the KM process comprises four steps for the flow of knowledge between interest parties in organisations (as seen in Figure 2.1).

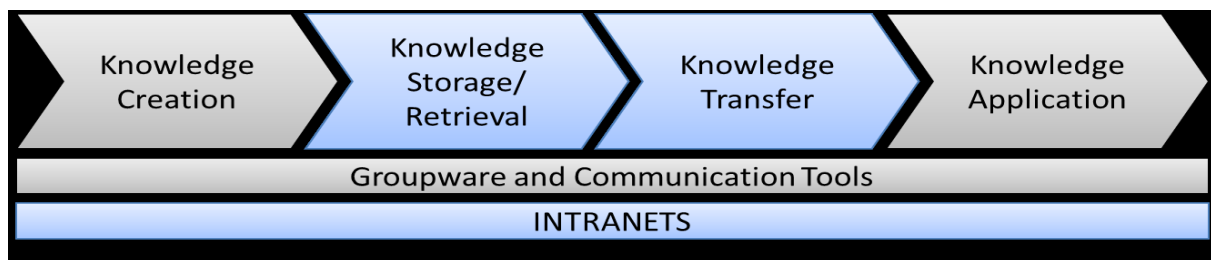


Figure 2.1: Knowledge management process

The first step is knowledge creation, meaning the entering of the knowledge in the system. Nonaka (1998:36) describes knowledge creation as a “process of making tacit knowledge explicit and has direct implications for how a company designs its organisation and defines managerial roles and responsibilities within it”. The knowledge creation step focuses on the construction of new knowledge (Durst & Edvardsson, 2012). According to Alavi and Leidner (2001), this step is supported by the processes and activities of improvement, opinion and communication (Alavi & Leidner, 2001).

The second step is knowledge storage and retrieval. This step involves the retention of the acquired knowledge so that it can be retrieved when needed. The knowledge can be stored in systems (directories and folders), databases, e-mails, and websites (intranet and extranet), among others, where it can be easily accessed. Such tools also help in preventing the loss of knowledge.

The third step is knowledge transfer. It involves the flow of knowledge from one person or a group of people to another within the organisation or between organisations and is a key process in KM (Wei & Yeganeh, 2013).

The final step is the application of knowledge in the organisation. This is where the existing knowledge is applied for work and decision making. Unless the knowledge is properly constructed, stored, accessible, and shared, it cannot be applied and is therefore useless.

The KM process is broad; therefore this study focuses only on KT in the financial services industry in South Africa which will be discussed below.

2.4 Knowledge transfer (KT)

Knowledge transfer is defined as a “process of exchange of explicit or tacit knowledge between two agents, during which one agent purposefully receives and uses the knowledge provided by another, where agent may be an individual, a team, an organisational unit, the organisation itself or a cluster of organisations” (Kumar & Ganesh, 2009:163). In essence, the process of KT is to transfer knowledge from the knowledge holder through the transfer channel to the knowledge recipient to ensure organisational learning and to leverage knowledge to the organisation’s advantage (Nickols, 2000).

KT has been recognised as a critical factor for knowledge accessibility (Alavi & Leidner, 1999; Koskinen & Pihlanto, 2008; Kotnour, 2000; Nonaka & Takeuchi, 1995) and it appears that organisations are not aware of the importance of knowledge which resides in their structures and are therefore unable to use it (Davenport & Prusak, 1998).

Sharma, Singh and Neha (2012) identified 22 factors that prevent the transfer of knowledge, which include lack of top management, misunderstanding of the concept of KM, lack of integration of KM strategy, lack of infrastructure supporting KT, lack of transparent rewards, lack of organisational culture, emphasis on individual rather than team, lack of knowledge retention, staff defection and retirement, lack of documentation, lack of social network, insufficient analysis of past mistakes, lack of time to share knowledge, fear of job security, lack of trust, age difference, gender difference, difference in national culture, lack of training, unrealistic expectations of employees, reluctance to use the IT system, and lack of integration of the IT system.

To convey and diffuse knowledge throughout an organisation it is important for the organisation to find ways to solve KT problems and strengthen performance through communication (Badamas, 2009). According to Nonaka and Takeuchi (1995), KT is a continuous interaction among individuals and a continuous conversion of tacit knowledge to explicit knowledge (Nonaka & Takeuchi, 1995) through communication systems. To maintain interaction, the continuation of different strategies, tools and technologies are required (Alavi & Leidner, 2001) and appropriate communication tools have to be selected to successfully convert tacit knowledge into explicit knowledge and *vice versa*. Hence, this research explores the communication tools for KT in the financial services industry.

2.5 Communication

According to Hudcova (2014:51), “every communication represents a knowledge exchange”. With this in mind, Hellriegel, Jackson and Slocum (1999:541) define communication as “the use of a medium to convey a message between individuals or groups and it is by means of relating to each other”. Based on this definition, communication becomes a process of KT between employees throughout the organisation and plays an important role in keeping all stakeholders informed of what is going on in the organisation, thus ensuring that organisational goals and objectives are met.

Hudcova (2014) emphasises that knowledge can be transferred efficiently with the right tools of communication used in the right environment and context. Communication tools are the means in an organisation through which people transfer knowledge, and the choice of any of these by a particular firm is determined by a variety of considerations including cost and speed of transfer, accessibility, scope for intellectual property rights protection, and the quality of past experience of using different media (Cowan, Soete & Chervonnaya, 2001).

According to Bose (2002), organisations need an infrastructure for creating, structuring, disseminating, and transferring knowledge. Alavi and Leidner (2001) agree that there are systems available to support and enhance the organisational knowledge processes of knowledge creation, storage, retrieval, transfer, and application. These systems include letters, reports, meetings, conference calls, online forums/blogs, electronic mail, voice mail, proposals, memos, fax, telephonic calls, etc. (Browaeyns & Price, 2011). These strategies and systems are said to play a key role in the process of transferring knowledge because of the knowledge flow between interested parties (Du Plessis & Boshoff, 2008; Spender & Grant, 1996).

However, there are debates among researchers regarding the value of these communication media in KM (Stahl & Björkman, 2006). Literature reveals that technologies lack the emotional richness and depth of real, live, in-person interaction and are unable to fully develop relationships and an understanding of complex situations (Santosus, 2001; Bender & Fish, 2000). Moreover, Ghani (2009) argues that tacit knowledge is strictly connected to individuals who create it, thus creating doubts on the availability of information system tools to effectively support KM.

On the other hand, Warkentin, Sayeed and Hightower (1997) argue that communication mediated by technology is no less effective than face-to-face communication. Supportively, Argenti advocates that the digital communication platforms have taken over the business environment in the context of communication (Argenti, 2011). Furthermore, Yeh, Lai and Ho (2006:799) agree that IT is central to the maintenance and organisation of KM efforts as it supports KM by facilitating quick searching as well as access to and retrieval of information, which in turn encourages cooperation and communication between members of an organisation. Because of the value of these communication media it is important to determine the appropriate medium to support KT in the financial services industry.

2.6 Financial services industry

According to Sutton and Beth (2007), the financial services industry is the largest in the world in terms of earnings and comprises a wide range of businesses including merchant banks, credit card companies, stock brokers, and insurance companies, among others. These large firms have the expertise, reputation, and geographic reach to have significant direct impact and, through engagement and example, to change the way entire markets operate. In South Africa the industry has been identified as a significant contributor to the economy of the country by contributing 21.1% to the country's Gross Domestic Product (GDP) (Young, 2013).

According to Kuusisto and Meyer (2003), the financial services industry is knowledge intensive and strongly relies on professional knowledge as it is characterised by high-level knowledge and needs to be more transparent, competitive and cost-effective. Therefore, organisations in the financial services industry need to ensure that employees have adequate expertise in the field and that knowledge and expertise are transferred successfully throughout the organisation.

Von Krogh, Ichijo and Nonaka (2000) recognise knowledge as a critical factor to maximise competitive advantage and opine that it has to be integrated in the service delivery process to achieve productivity, efficiency, and customer satisfaction (Von Krogh et. al., 2000). Since the financial services industry is a competitive industry to keep afloat, it is required that employees have access and use the knowledge relevant to their service delivery process. It is important for the financial services industry to have proper ways of transferring the knowledge to improve the company's performance. Furthermore, for this knowledge to have value it needs to be transferred throughout the organisation.

Mohsen, Ali and Jalal (2011) highlight that KM is becoming important in the financial services industry because it simplifies the delivery of timely and effective information used in all the organisation's processes, from planning to controlling, decision making and evaluation. Sorrentino (1999) state that the financial services sector is competitive and the role players in the sector have recognised that knowledge is power.

Despite all the potential in the financial services industry, Sutton and Beth (2007) argue that to date the industry has insufficient (inadequate) information, inappropriate products, inadequate infrastructure, and inflexible regulatory environments. Furthermore, Chigada and Ngulube (2015) argue that knowledge in the financial services industry in South Africa is not properly managed to facilitate the implementation of competitive KM practices for surviving in a knowledge economy. Mohsen et al. (2011) state that some financial institutions have already adopted KM, however, others have been slower in the uptake of KM practices.

Vaas (1999) identifies reasons why some financial institutions and employees hesitate and are slow to adopting KM practices. Some of the reasons are: i) there is not enough time to do so; ii) there is no skill in KM techniques; iii) KM and its benefits are not understood; iv) there is lack of appropriate technology; v) there is no commitment from senior managers; vi) there is no funding for KM; vii) and the culture does not encourage knowledge sharing.

2.7 Research framework

After having reviewed existing literature, the researcher identified commonly used variables in knowledge factors that dominantly affect KT, namely the understanding of KM, organisational culture, management support and involvement, reward and recognition, organisation structure, and information technologies infrastructure. It is on the basis of these identified factors that the researcher proposes the research

framework displayed in Figure 2.2. The researcher assumes that KT is affected by many factors but believes that the above mentioned factors are the most important support for KT. Monavvarian and Kasaei (2007) believe that it is important to effectively and efficiently manage these factors in order to have a successful KM process.

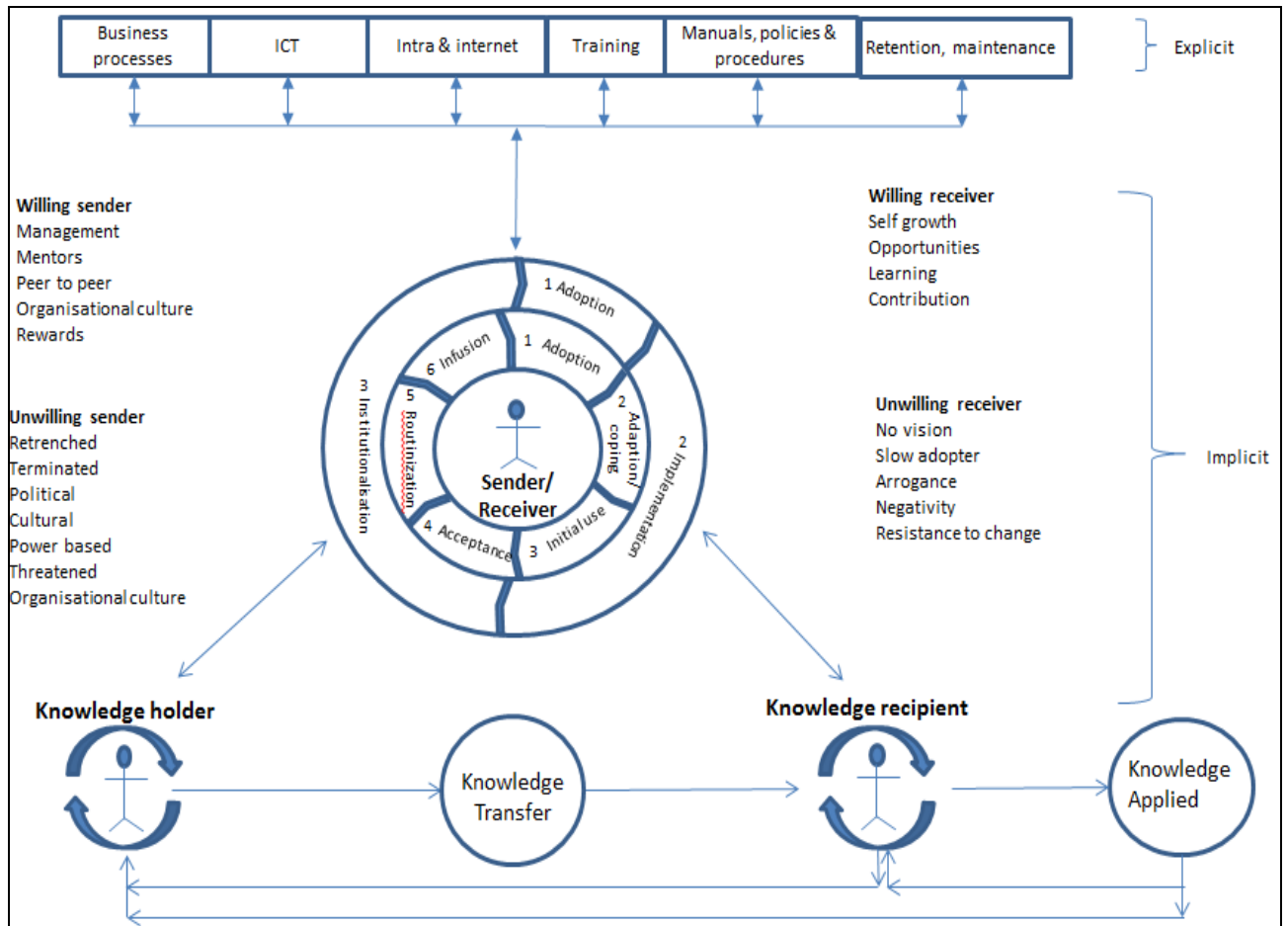


Figure 2.2: Proposed research framework

The proposed research framework demonstrates the process of knowledge transfer from a knowledge holder to the knowledge recipient where knowledge is applied. In the process of transferring the knowledge, the knowledge has to be adopted, implemented, and institutionalised by both the receivers and the holders. However, for the process to be successful the receiver and the holder have to be willing to transfer the knowledge. While the willingness and unwillingness depends on various factors. These are the factors that are explored in this study. Furthermore, there are tools that are used in transferring knowledge such as intra and internet, ICT, business processes etc. The study also explore these tools in detail.

2.8 Chapter summary

The literature review has presented an argument within the current and relevant academic literature in support of the research. It has shown the need for the research topic by demonstrating the importance of knowledge in the financial services industry. Moreover, in the literature it is argued that knowledge needs to be transferred to interested parties or employees to be valuable, and communication strategies and systems must be in place for the transfer to be successful.

Literature has recognised KT as a practical problem in managing knowledge. It is considered to be more than just a communication problem; it is complex because knowledge resides in employees and is hard to articulate. To address this problem, commonly used factors that affect KT were identified in literature. These include the understanding of KM, organisational culture, management support and involvement, reward and recognition, organisation structure, and information technologies infrastructure.

The organisation selected for this study frequently loses its intellectual capital and this calls for the implementation of a KM system that allows the elucidation of data. As the organisation operates in a highly competitive industry, it is important to find ways to maximise the available knowledge. Hence, the research study is based on communication strategies and systems for KT in the financial services industry.

CHAPTER THREE: METHODOLOGY

3.1 Introduction

The research methodology considers ways to solving the research problem identified in Chapter One by looking at the research philosophy, the research strategy used, and the research instruments applied. The purpose of this chapter is to discuss the research philosophy, develop a research strategy, and to select an appropriate research design to address the identified research problem.

Saunders et al. (2012) present the overall research methodology in the form of a “research onion” with several layers (Figure 3.1). These layers are considered important aspects in determining the research methodology for this research study. In this chapter the layers of the onion are ‘peeled’ to address the research problem identified in section 1.4.

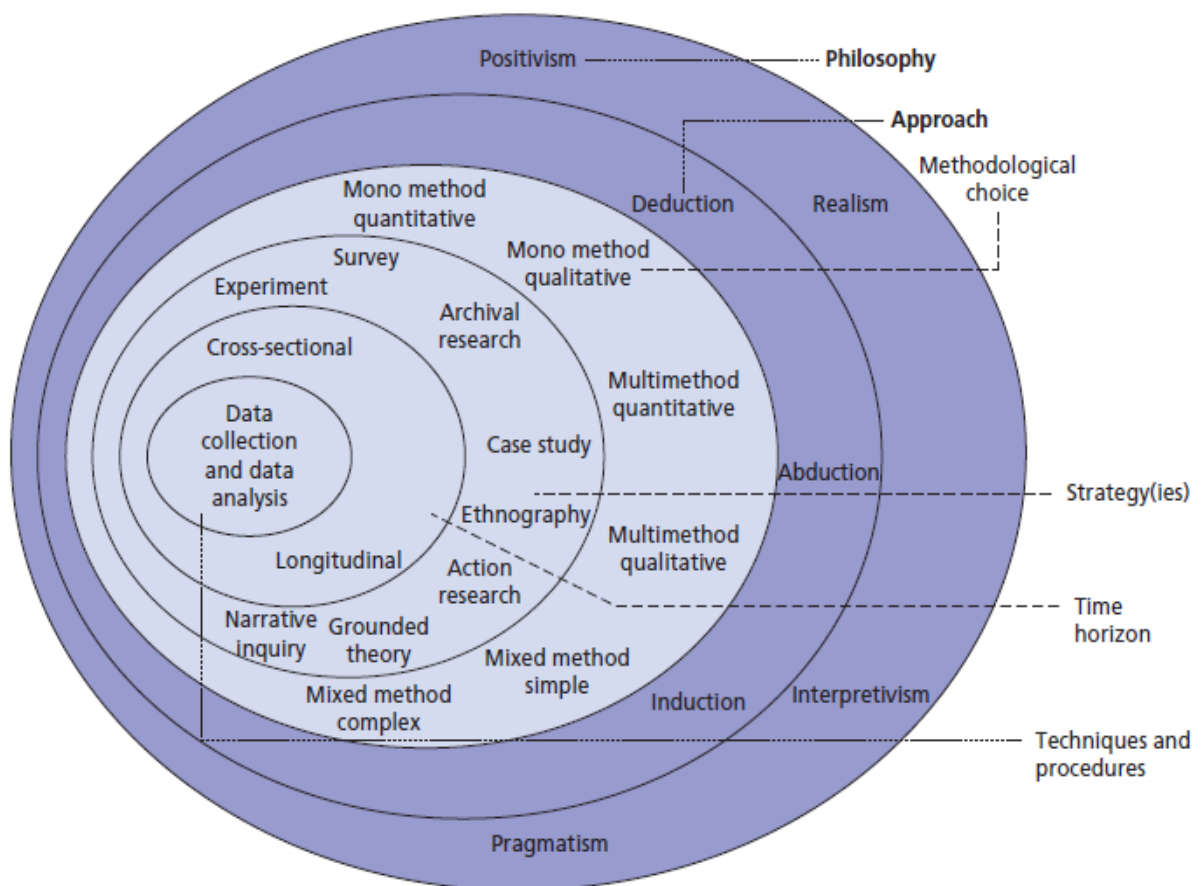


Figure 3.1: The “research onion” of Saunders
(Saunders et al., 2012:128)

3.2 Research philosophy

As illustrated in Figure 3.1, the research philosophy is positioned at the outer layer of the “research onion”. It is therefore the first topic to be clarified in this chapter. According to Bajpai (2011), the research philosophy deals with the source, nature and development of knowledge. It is the way in which data are gathered, analysed and used. According to Holden and Lynch (2004), a research philosophy is divided into two approaches, subjective and objective. These approaches are delimited by several assumptions concerning ontology, epistemology, and interpretive paradigm. The assumptions impact one another significantly, meaning the ontology affects epistemology which, in turn, affects the interpretive paradigm. Consequently, the choice of methodology logically follows the assumptions made.

3.2.1 Ontology

Blaikie (2010:92) defines ontology as “the science or study of being”. According to Mouton (1996:46), the ontological assumptions are about “human nature, society, the nature of the history, the status of the mental entities, observable and material phenomena, and intentionality in human action behaviour” and can be viewed from a subjective or objective stance (Saunders et al., 2012).

An objective stance represents “the position that social entities exist in reality external to social actors concerned with their existence” (Saunders et al., 2009:110). However, Bryman (2012:32) states that objectivism “asserts that social phenomena and their meanings have an existence that is independent of social actors”. Bryman (2012:34) defines the subjective stance as an “ontological position which asserts that social phenomena and their meanings are continually being accomplished by social actors”. Saunders et al. (2012) further state that the subjective stance perceives that social phenomena are created from perceptions and consequent actions of those social actors concerned with their existence.

For the purpose of this study and in order to implement KM within an organisation, knowledge is perceived as a state of mind and therefore the ontological stance of the researcher in this study is subjectivist.

3.2.2 Epistemology

According to Hallebone and Priest (2009), epistemology is the study of the criteria by which the researcher classifies what does and does not constitute knowledge. Epistemology is about knowing the assumption that ontology feeds into epistemology, which in turn leads to the choice of the research methodology (Henn,

Weistein & Foard, 2009). According to Saunders et al. (2012), epistemology has four popular research philosophies as summarised in Table 3.1.

Table 3.1: Epistemology of popular research philosophies in business research
(Saunders et al., 2012:134-137)

| Research philosophy | Epistemology: the researcher's view on what constitutes acceptable knowledge |
|----------------------------|---|
| Pragmatism | Either or both observable phenomena and subjective meanings can provide acceptable knowledge dependent on the research question. Focus on practical applied research, integrating different perspectives to help interpret the data. |
| Positivism | Only observable phenomena can provide credible data and facts. Focus on causality and law-like generalisations, reducing phenomena to the simplest elements. |
| Realism | Observable phenomena provide credible data and facts. Insufficient data means inaccuracies in sensations (direct realism). Alternatively, phenomena create sensations which are open to misinterpretation (critical realism). Focus on explaining within a context or contexts. |
| Interpretivism | Subjective meanings and social phenomena. Focus on the details of situation, a reality behind these details, subjective meanings, motivating actions. |

The epistemological theory of this research is concerned with the gap between KT and the communication strategies and systems between employees throughout the organisation. This stance enables the researcher to propose ways in which the organisations can transfer knowledge through the use of communication methods and systems. Given this, the epistemological stance of the research study is interpretivism.

3.2.3 Interpretive philosophy

According to Henn, Weistein and Foard (2006:14), "interpretive researchers are keen to reinforce the distinction between the natural and social sciences". Interpretivism is an epistemology that advocates the necessity for the researcher to understand the differences between humans in our role as social actors (Saunders et al., 2012). Furthermore, according to Myers (2008), "interpretive researchers assume that access to reality (given or socially constructed) is only through social constructions such as language, consciousness, shared meanings, and instruments". The interpretive paradigm is linked to an unstructured qualitative method which includes observation of and an in-depth interview with the participant

(Henn et al., 2006). The design approach for this research is based on interpretive paradigm principles.

3.3 Research design

According to Saunders et al. (2012), research design is a general plan on what will be done to answer the research question(s). Mouton (1996:107) explains that a research design is “a set of guidelines and instructions to be followed in addressing the research problem, therefore the main function of a research design is to enable the researcher to anticipate what the approximate research decision should be so as to maximise the validity of the eventual results”. According to Muaz (2013), there are six possible research designs, namely descriptive, correlational, semi-experimental, experimental, review, and meta-analytical research design.

For the purpose of this research a descriptive design is used. Descriptive research is defined as “a process of recording and reporting phenomena; not primarily concerned with causes” (Marlow, 2005:333). However, Barker (2003:116), Grinnell and Unrau (2008:493-494) as well as Wolcott (2001:31) comprehend descriptive data as qualitative and presented in narrative interviews, focus groups, and participant observation to gain a description of phenomena.

3.4 Research approach

The second layer of the “research onion” is the research approach which is the way in which research is conducted. It is divided into three types: deductive, inductive and abductive. According to Bryman and Bell (2015), the deductive approach tests the validity of assumptions (or theories/hypotheses) whereas the inductive approach contributes to the emergence of new theories and generalisations. Abductive research, on the other hand, starts with ‘surprising facts’ or ‘puzzles’ and the research process is devoted to the explanation.

According to Saunders et al. (2012), researchers should use either the deductive approach in which the researcher develops a theory and hypothesis and designs a research strategy to test the theory or hypothesis, or the inductive approach where data are collected and a theory developed as a result of the data analysis.

Saunders et al. (2012) posit that the inductive approach is suited for interpretivism. This study therefore applies an inductive approach, gathering and analysing data to design/propose a theory or framework as well as recommendations on the use of communication systems, strategies, methods and/or tools for KT.

3.5 Research strategy

The research strategy is the fourth layer of the research onion. According to Saunders et al. (2009:600), the research strategy is “the plan to answer the research questions”. Saunders et al. (2012) state that the appropriate research strategy has to be selected based on the research questions and objectives, the extent of existing knowledge on the subject area to be researched, the amount of time and resources available, and the philosophical underpinnings of the researcher. Yin (2003) recommends three conditions for a research strategy, namely: the type of research question; the extent of control an investigator has over actual behavioural events; and the degree of focus on contemporary or historical events. There are various research strategies identified in literature. Some of the common research strategies include experiment, survey, case study, action research, grounded theory, ethnography, archival research, cross-sectional studies, longitudinal studies, and participative enquiry (Saunders et al., 2012).

A case study is viewed as a suitable approach for this research study. According to Yin (2003:13), a case study is an “empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident”. Robson (2002:178) defines a case study as “a strategy for an empirical investigation of a particular contemporary phenomenon within its real life context using multiple sources of evidence”. Based on these definitions a case study is deemed suitable to explore the dynamics of KT with reference to communication strategies, tools, methods or systems for KT within the selected organisation.

3.6 Unit of analysis

The unit of analysis for this study is the employees in the Operations and Finance division of the selected financial service provider in Cape Town, South Africa. The main focus is on both new employees (working for the organisation for less than six months) and experienced employees (working for the organisation for more than six months). The employees are also from different departments within the Operations and Finance division (section 3.8).

3.7 Data collection

Positioned at the centre of the research onion is data collection. According to Best and Kahn (1993:25), data collection is “the process of discipline inquiry through gathering and analysis of empirical data”. There are various tools that can be used for data collection, including questionnaires, interviews, and observation, among

others. For the purpose of this study, interviews using a semi-structured questionnaire to collect data from interviewees (Tichapondwa, 2013) as well as an interview guide (Appendix A) to direct the researcher during the interview process to ensure that all aspects of the research are covered, are deemed appropriate.

The data were collected at the offices of the selected organisation. Before each interview commenced a letter of consent was signed by the interviewee and the researcher obtained the interviewee's permission to record the interview. The duration of an interview was set to 30 minutes on average and recorded on a voice recorder. The full interview was then transcribed. Participants were provided with details on the study via email prior to the interview. The research schedule was prepared in advance via email to manage the interviews (Appendix B). Furthermore, research questions were provided to all participants prior to the interview so that they could familiarise themselves with expected questions to be posed during the interview.

While designing the interview guide, the researcher realised the importance of understanding the current state of the organisation in terms of knowledge. It is important to incorporate the six enablers of knowledge transfer as identified by Wang and Noe (2010) in Chapter One. These enablers are organisational context; interpersonal, team, cultural and individual characteristics; and motivational factors (Wang & Noe, 2010). It is on this basis that the interview guide was created with six categories in mind, namely level of awareness and understanding of KM and KT, organisational culture, organisational structure, rewards and recognition, management involvement, and information technology. The last section of the interview guide contains general questions aimed at identifying the barriers to knowledge transfer, improvement opportunities, and preferred communication methods for knowledge transfer in the selected organisation. The interview guide was then tested with two "friendly" interviews in order to make changes if so required. No changes were recommended.

3.8 Sampling

Since the research is qualitative, non-probability sampling is a valid choice for selecting participants. Kumar (2012) identifies four sampling strategies namely purposive sampling, quota sampling, snowball sampling, and convenience sampling.

Purposive sampling is deemed suitable for this study, with the focus on 15 employees from different departments in an asset management company. The selected organisation is made up of four divisions—Marketing, Sales, Investments,

and the Finance and Operations division. Of these four divisions, the study focuses on five of the eight departments in the Finance and Operations division. These five departments are Finance, Management Information Systems, Client Services, Information Technology, and Strategic Implementations/Projects (Figure 3.2).

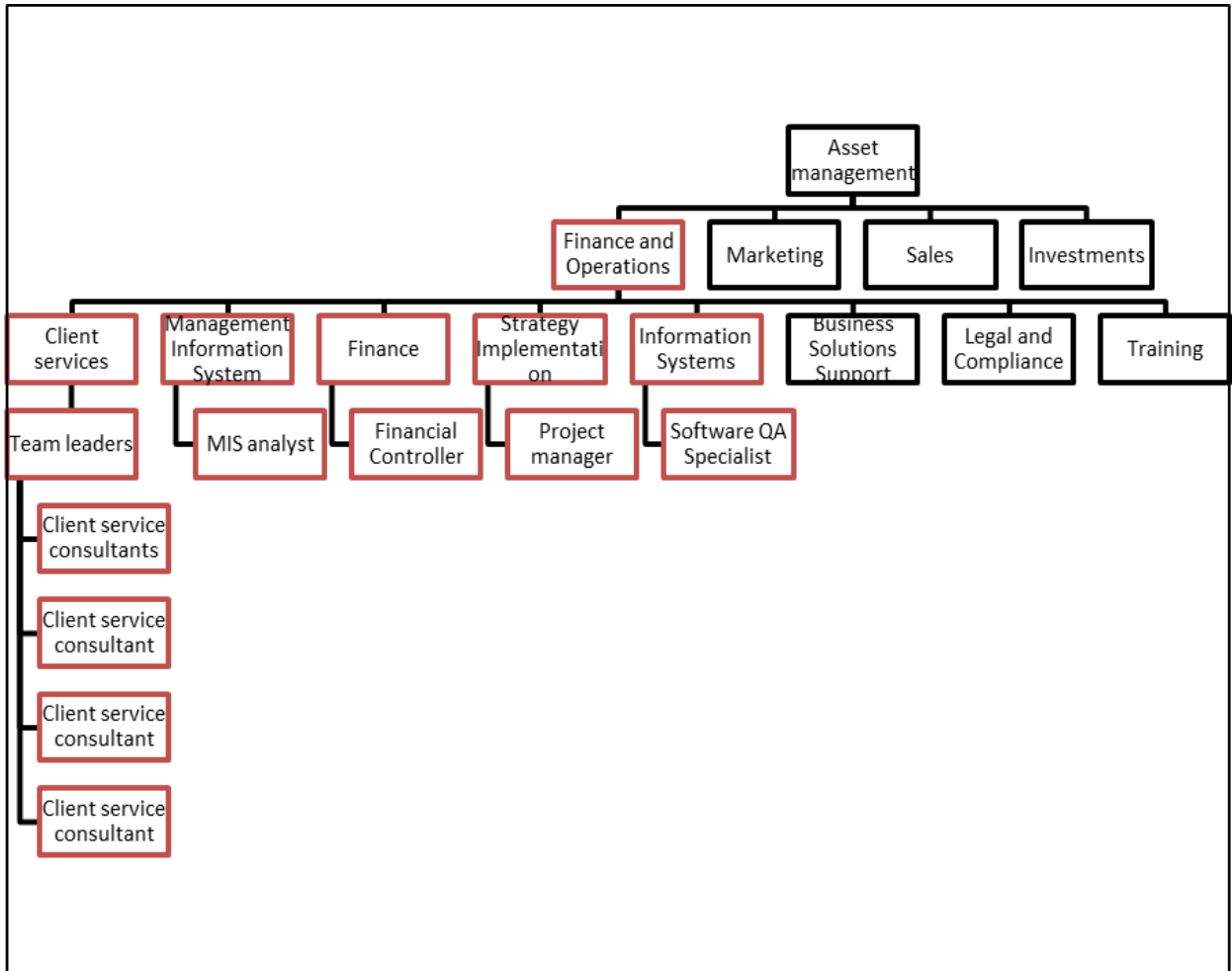


Figure 3.2: Organisation structure

In selecting the participants, specific criteria are considered to align with the research question and limitations of the study as stated in Chapter One. The criteria are based on: (i) employees that have been working for the organisation for at least six months and more; (ii) within the Finance and Operations team of the organisation; and (iii) for each business unit within the team, a manager and at least two employees are included in the sample.

Below is the summary (Table 3.2) for all participants. Initially there were 17 participants; however, two withdrew due to time constraints.

Table 3.2: Summary of respondents, gender, age, job title and employment duration

| Participant | Gender | Age | Job title | Employment duration |
|-------------|--------|-------|---------------------------------|---------------------|
| 1 | Female | 25-34 | Client Services Consultant | Less than a year |
| 2 | Male | 25-34 | Client Services Consultant | Less than a year |
| 3 | Female | 35-44 | Head of Strategy Implementation | More than 10 years |
| 4 | Female | 35-44 | Project Managers | Less than a year |
| 5 | Male | 25-34 | Finance Manager | 7-9 years |
| 6 | Male | 35-44 | MIS Manager | More than 10 years |
| 7 | Male | 35-44 | Team Leader: Client Services | 1-3 years |
| 8 | Male | 35-44 | MIS Analyst | 4-6 years |
| 9 | Male | 35-44 | Client Services Consultant | 4-6 years |
| 10 | Male | 45-54 | IT Manager | More than 10 years |
| 11 | Male | 25-34 | Software QA Specialist | 7-9 years |
| 12 | Male | +55 | Client Services consultant | More than 10 years |
| 13 | Male | 25-34 | Finance Controller | 7-9 years |
| 14 | Male | 35-44 | Client Services Manager | More than 10 years |
| 15 | Female | 45-54 | Head of Operations | More than 10 years |

3.9 Data analysis

According to Mouton (2001), data analysis involves the creation of themes, patterns, trends and relationships from the collected data. Data analysis comprises ways and methods that can be used to extract and describe the gathered data, test a hypothesis, identify the use and implications of the data in relation to the research problem, and search and interrogate the meaning of the collected data (Rose & Sullivan, 1993). The qualitative analysis process adopted for this research is identifying the use and implications of the data in relation to the research problem, summarising and categorising the data, and then developing themes according to the categories identified from the literature review as well as from the participants' responses. After transcribing all the interviews, keywords were identified and used as guidelines towards the findings. The IQ's were then answered by summarising the answers that the participants gave. Once that was done the summaries were categorised and group according to the category themes that were identified in literature. These themes were then linked to the research questioned posed in Chapter 1 (see Appendix E)

After the data is collected and transcribed, the participants are provided with the copy of the transcription to validate for accuracy and reliability in order for them to

approve the transcription and verify the correctness of it or to correct it as they want it or even to withdraw the interview

3.10 Delineation

This study is delineated to focus primarily on the use dynamics of knowledge transfer (a component of KM with reference to communication strategies, tools, methods or systems for KT in the financial services industry). However, only the asset management business is covered, not the entire sector. The research is also restricted to one organisation in the Western Cape Province, South Africa.

3.11 Ethics

The Faculty of Business Management and Science at the Cape Peninsula University of Technology provides a number of ethical principles for conducting scientific research (see ethical clearance on appendix D). Principles include providing appropriate information sheets and consent forms and ensuring confidentiality in the storage and use of data. The participants' rights considered in this study are as follows:

- i) Participation is voluntary.
- ii) Participants can refuse to answer questions they are uncomfortable with.
- iii) Participants have the right to remain anonymous.
- iv) Participants have the right to refuse any sensitive data that may be requested.
- v) Participants have the right to withdraw from the study at any stage if necessary.
- vi) The intent of the researcher is to collect data without harming the participants.

Prior to data collection (in this case the interview) all participants are informed of the aim and objectives of the study and what is required of them to make the study a success. Participants are also informed of their right to participate in, and withdraw from the study without any negative implications to them.

3.12 Chapter summary

For the purpose of this study and in order to implement KM within an organisation, knowledge is perceived as a state of mind and therefore the ontological stance of the researcher in this study is subjectivism.

Following subjectivism, interpretivism is viewed as an appropriate epistemological stance on the basis that the epistemological theory of this research is concerned

with the gap between KT and the communication strategies and systems between employees throughout the organisation. Furthermore, this stance enables the researcher to propose ways in which the organisation can transfer knowledge through the use of communication methods and systems.

In alignment with interpretivism, the inductive approach is viewed appropriate for the study. Data are gathered and analysed to design/propose a theory or framework as well as recommendations on the use of communication systems, strategies, methods and/or tools for KT.

The case study is deemed an appropriate research strategy for the study. The unit of analysis is the employees in the Operations and Finance division in the selected financial service provider in Cape Town, South Africa. The type of qualitative analysis process adopted is identifying the use and implications of the data in relation to the research problem, summarising and categorising the data, and create themes from the participants' responses.

CHAPTER FOUR: DATA ANALYSIS AND FINDINGS

4.1 Introduction

In this chapter the data collected as well as the findings from the interviews are presented. Based on the responses of the participants the data were analysed and the use and implications of the data relative to the research problem were identified.

4.2 The Case Company

The organisation is a leading asset management business unit within one of South Africa's major banks. The organisation operates in South Africa, London and the Isle of Man with investment products and service offerings for both South African and international retail and institutional investors. The organisation provides individuals access to unit trust funds and foreign unit trust funds. Moreover, it provides financial planners with resources to assist clients in making informed decisions when investing. For institutional investors it offers investment consulting and a range of investment options for retirement funds, medical aid schemes, and corporate investors. Finally, it provides the corporate and public sectors a cash solutions investment business.

The organisations' internal structure consists of the following functional areas: Marketing, Sales, Investments, and the Finance and Operations division. Of these four functional areas the study was conducted within the Finance and Operations division. The division is divided into eight departments of which five departments were considered in this study, namely Finance, Management Information Systems, Client Services, Information Technology, and Strategic Implementations/Projects (Figure 3.2).

4.3 The participants

The participants are the employees of the selected organisation. They were selected purposively based three categories: new employees, experienced employees, and different departments. The reason for choosing these sets of persons was to explore their feelings, experiences and perceptions on KT and communication strategies, tools, methods or systems for KT within the organisation.

Fifteen (15) participants (P) (Table 3.2) were selected to participate in the study. Participant 15 is the head of the Operations and Finance division. Five of the participants are managers of departments. Eight participants are staff members from

the different departments. Presented below (Figure 4.1) are the participants' demographics.

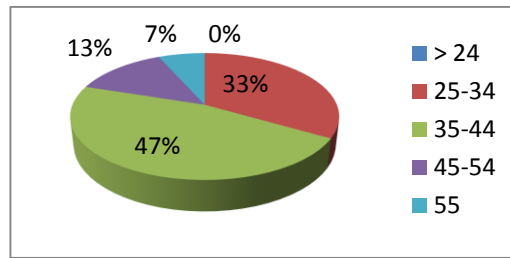


Figure 4.1: Participants' age

As illustrated in Figure 4.1, the majority (47%) of the participants are between the ages of 35-45 years, followed by 33% of participants between the ages of 25-34. A further 13% of the participants are between the ages of 45 to 54. Finally, seven percent (7%) are older than 55 years of age. A variety of employees from different age groups were selected to obtain perspectives and preferences in terms of the tools that can be used for KT.

Figure 4.2 shows the participants' gender. Of the selected participants, 77% are male and 33% female. The mix of gender, though not widely spread, assisted in obtaining different views from different genders.

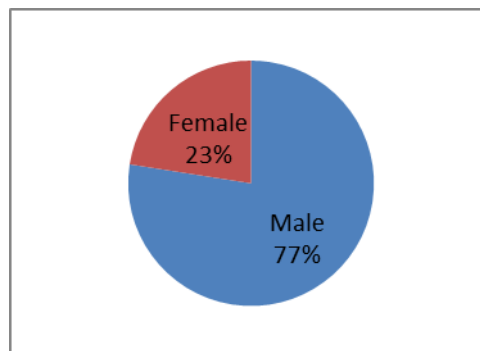


Figure 4.2: Participants' gender

Figure 4.3 presents the number of years each participant has been working in the selected organisation. The participants' years of employment range from 6 months to 22 years. This provides for a variety of perspectives and experiences on KT from new and experienced employees in the selected organisation.

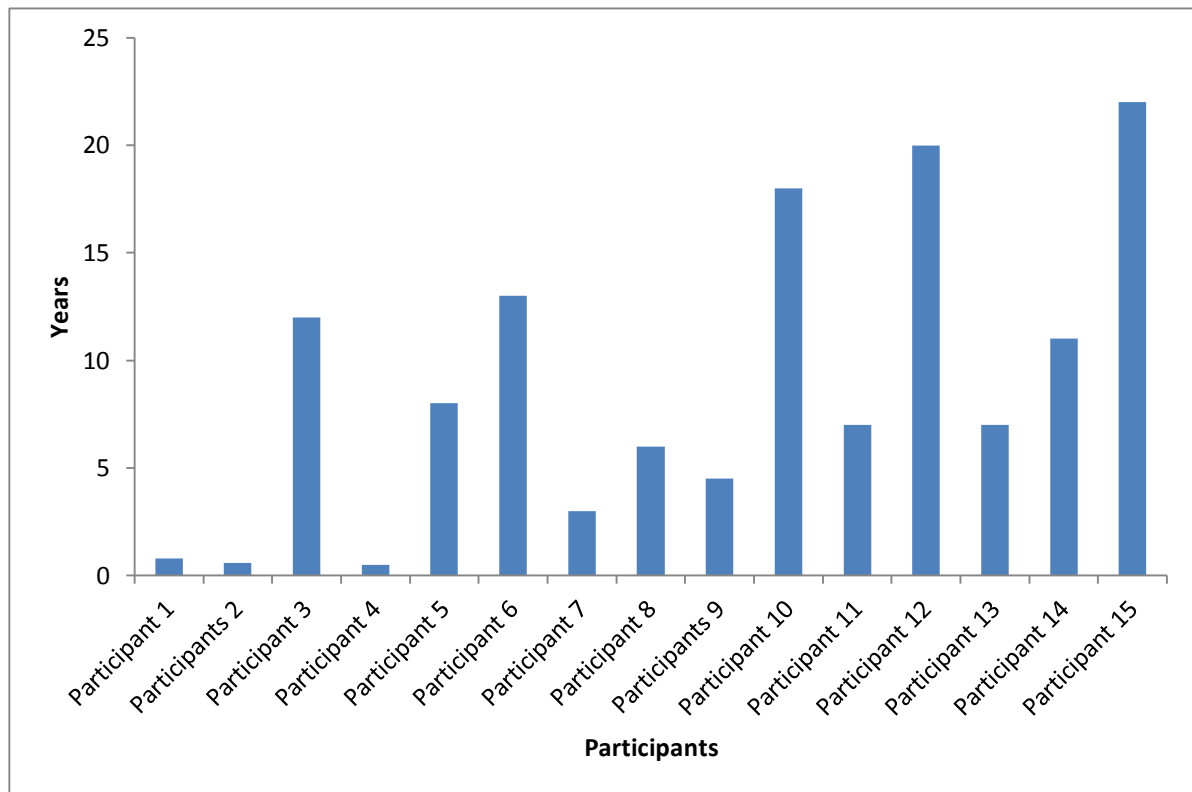


Figure 4.3: participants' years of experience

4.4 Interview process

Interviewees were selected as described in section 3.7. All interviews were conducted in April 2016 at the organisation's premises in Cape Town. The first step in the interview process was to send an invitation to the selected employees to participate in the study and provide them with the background of the study. Once the participants responded to the email, interview appointments were made. With the venue, date, and time confirmed the interview process began. Prior to each interview an overview was given, the participant was reminded of his/her rights, and permission to record the interview was requested.

An interview was scheduled for 30 minutes. Some of the interviews exceeded the allocated time as participants had much to share. Probing questions developed and were asked during the interview. After all the interviews were conducted the data were transcribed. The transcription process began by listening to, and several replays of the recordings to ensure the correct presentation of the interview. The interview transcripts were coded and analysed.

4.5 Data Analysis

The process to analyse interview data went through the following steps to arrive at the categories' and themes presented in this study:

- Interview data were partitioned into six themes and general remarks. The themes are: levels of awareness and understanding of knowledge management, organisational structure, management support and involvement, rewards and recognition, organisational culture, and information technologies infrastructure
- Transcribed data were read several times for comprehensive understanding

Table 4.1: Summary of problem statement, research questions, themes and aim

| Problem statement: The problem of this study stems from the scarcity of research on knowledge transfer and the impact thereof on communications strategies, methods, tools and/or systems (ICT) in the financial services industry. | |
|--|---|
| Main research question: What communication strategies, tools, methods and systems can a company implement to transfer knowledge between different interest groups and throughout the organisation? | |
| Research sub-questions | Themes |
| RSQ1: What are the challenges experienced in the transfer of knowledge in an organisation? | Levels of awareness and understanding of knowledge management Organisational structure Management involvement Organisational culture |
| RSQ2: How are the information and knowledge made available in an organisation? | Information technologies infrastructure |
| RSQ3: How can knowledge be transferred among employees? | General remarks |
| Aim: To explore the dynamics of knowledge transfer with reference to communication strategies, tools, methods or systems for knowledge transfer within an organisation. | |

Table 4.1 recaps the problem statement, aims, and the categories. Furthermore, a relationship between the RSQs and the themes is created. The data analysis and the findings (F) for each theme are discussed in the sub-sections below.

4.5.1 Current levels of awareness and understanding of knowledge management

This question assesses the participant's level of awareness and understanding of KM. Table 4.2 summarises the questions that are asked. All participants' responses to these questions and the answers are presented in the sub-sections below.

Table 4.2: Interview questions concerning levels of awareness and understanding of KM

| Interview questions concerning levels of awareness and understanding of KM |
|---|
| Question 1: What is your understanding of knowledge management? |
| Question 2: Is the concept of KM clear to you and your cluster? (Please elaborate) |
| Question 3: Do you think knowledge as a form of expertise and competence is a valuable asset in your business unit? (Please elaborate) |
| Question 4: Do you think that the quality and availability of knowledge can help individuals to perform their duties effectively? (Please elaborate) |
| Question 5: What is your understanding of knowledge transfer? |
| Question 6: Is the concept of knowledge transfer clear to you and your cluster or is it similar to information sharing? (Please elaborate) |

4.5.1.1 Understanding of knowledge management

The participants were asked if they understand KM. From the participants' responses five characteristics on what defines KM, emerged. The characteristics are summarised in Table 4.3.

Table 4.3: Characteristics relating to the understanding of KM by the participants

| Current levels of awareness and understanding of KM characteristics |
|--|
| Storage |
| Managing in-house information |
| Accessibility |
| Sharing of knowledge |
| Knowledge conversion |

Seven participants (P3, P4, P5, P6, P7, P8, P11) cited storage when they defined KM. P3 stated that "KM is about standardising the storage of factual data points that is important to the company and making sure that they are stored effectively and that there [are] version controls and there is an audit trail on data point" (Appendix C).

Five participants (P4, P9, P13, P14, P15) cited that KM has to do with managing in-house information. According to P4, "KM is managing in-house information that the business has, the information in their systems, from their suppliers and what people bring in the organisation and retaining it" (Appendix C). Another five participants (P1, P7, P8, P10, P12) cited accessibility in their definition. P10 stated that "KM is the recording of information and made available to [the] recipient in a manner that is

easily accessible” (Appendix C). P2 and P9 identified the sharing of information as important. P9 said that “KM is about managing the knowledge that is there and make sure that it is transferred in an effective way so that the upcoming people can benefit from the documented experience” (Appendix C). In relation to sharing knowledge P2 also indicated that “how individuals and as a business people share knowledge and how it’s managed between individuals and teams” (Appendix C). Lastly, P6 mentioned knowledge conversion when defining knowledge management:

“KM is a framework used to take the tacit and make it explicit. Store is somewhere that it can be easily used by the organisation. If a person is looking for information on a process or generic business information, they can find it somewhere. Also I think it caters for progression; if people are moving on it does not leave a big gap, so you have a system where it is stored. There are [a] few things that I think constitute knowledge transfer in my opinion; one of the things I think its proper IT infrastructure, KMS and content management systems. The other thing is to put together things like knowledge warehouses where we can store this knowledge. Also the other critical thing as well is on putting together groups of people to facilitate knowledge transfer and sharing before it can be captured” (Appendix C).

Finding 1: There is no common understanding of knowledge management among the participants in the selected organisation

4.5.1.2 *The concept of knowledge management*

Interview question two was used as a follow up to question one. The participants were asked if the concept of KM is clear to them and their departments. Presented in Figure 4.4 are the results.

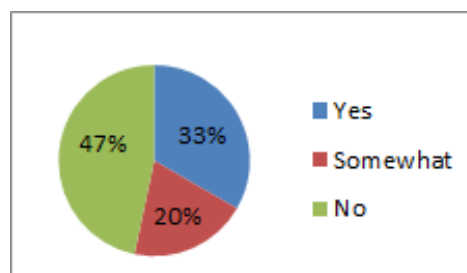


Figure 4.4: The concept of knowledge management

Figure 4.4 shows that 47% of the participants indicated that the concept of KM is not clear while 33% said the concept is clear. A further 20% opined the concept is only partially clear.

According to P3, KM is not clear as it is a new concept that the organisation only started to grasp over the past year or two. The participant further explained that the importance of KM is known, but questions how, and the operationalisation is only theoretical. Contrary to this, P7 said the concept is clear but the implementation and execution is not as clear; there are gaps. Among those that said the concept is partially clear, P14 said the following:

“I think elements of it are. I think people interpret KM as MIS, managing data [rather] than knowledge. I think the two are different, data are, I guess, the rawest data, while information is when data has been analysed, categorised, and packaged so that meaningful decisions can be made out of it” (Appendix C).

Finding 2: The concept of knowledge management is not clear in the selected organisation

4.5.1.3 Knowledge as a valuable asset

Participants were asked if they think knowledge as a form of expertise and competence is a valuable asset in their business unit. All participants answered positively. P7 said that knowledge “is an exception[ally] valuable asset as it gives the competitive edge over our competitors and within the market which is very important. It is one thing that can distinguish you from your competitors. It adds value to people’s lives in terms of the daily functions and outputs” (Appendix C).

Finding 3: Knowledge is recognised as a valuable asset in the organisation

4.5.1.4 Quality and availability of knowledge

In question four the participants were asked whether they think the quality and availability of knowledge can help individuals to perform their duties effectively. All participants answered positively. Participant 7 said:

“Absolutely. I think this is what this business is about, having that knowledge and applying it. Like I said earlier on sharing of the information and knowledge is more important than having it for yourself. How you do it is through reading, understanding and so forth. It makes people’s performance better, the quality of service better. It makes things better” (Appendix C).

Finding 4: The quality and availability of knowledge can help individuals perform better in their duties

4.5.1.5 Understanding of knowledge transfer

The fifth question is on employees’ understanding of KT. Among all participants there is a universal understanding of what KT is. Most of the participants are in

agreement that the term “knowledge transfer” defines itself, hence the understanding. P10 said: “KT is exactly what it is, transferring aspects of the business information or understanding from one person to the other, not necessarily verbally but [by] other mediums too”. P6 stated that,

“...in my experience I have worked with people who have processes in their heads. For me knowledge transfer is trying to get the implicit things and formulate them and make them explicit. However some of the implicit things maybe a bit harder to formulate, we have to find different ways to obtain that knowledge which is not really processes but the method of thinking” (Appendix C).

Finding 5: There is a general understanding of what knowledge transfer is in the selected organisation

4.5.1.6 *The concept of knowledge transfer*

Question six is a follow up on question five. Participants were asked if the concept of KT is clear to them and their departments. The results are presented in Figure 4.5.

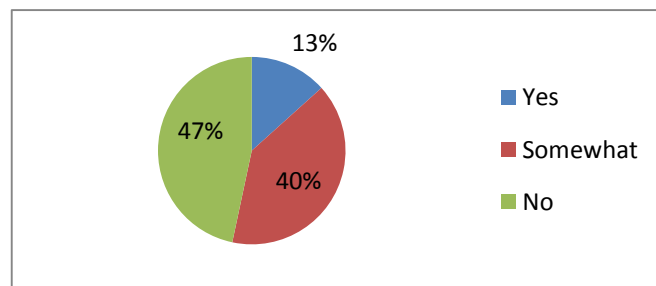


Figure 4.5: The concept of knowledge transfer

Only 13% of the participants said the concept is clear, while 47% indicated that the concept is not clear. A further 40% said the concept is partially clear. Among those who said no, P3 stated: “As the person that started I would not say the process is efficient. The governance around KT is not in place” (Appendix C). Of the 13% who said yes, P8 stated that KT is linked to the way employees perform their functions. Of those who felt the concept is only partially clear, P14 said there are pockets in the business where KT is clear and pockets where it is not clear. Although the previous question shows that KT in general is understood by the participants, the concept per se is not well understood.

Finding 6: The concept of knowledge transfer is not clear in the organisation

4.5.2 Organisational culture

This section aims at assessing the role organisational culture plays in transferring knowledge in the organisation. The participants were asked the following questions in relation to organisational culture (Table 4.4).

Table 4.4: Interview questions concerning organisational culture

| Interview questions concerning organisational culture |
|--|
| Question 1: Do you think that current organisational culture supports or promotes knowledge transfer? (Please elaborate) |
| Question 2: Do you think knowledge transfer is more your manager's initiative or an organisation-wide idea? |
| Question 3: Do you see some changes regarding knowledge transfer support and initiatives in the last few years (employees who have being longer in the organisation)? |
| Question 4: What are the factors that facilitate knowledge transfer in your team? |
| Question 5: Is the culture of your team based on mutual trust between team members? |
| Question 6: Would you say team members are supportive, collaborative among themselves, and are they ready to share knowledge with others? (Please elaborate) |

All participants responded to the questions. The following sub-sections present the responses of the participants.

4.5.2.1 Current organisational culture

In relation to organisational culture, the participants were asked if they think the current organisational culture supports KT. The answers to this question are summarised in Figure 4.6.

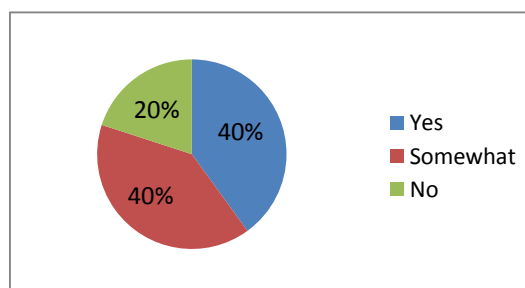


Figure 4.6: Current organisational culture

Forty percent (40%) of the participants indicated that the current culture supports KT. In support of this statement P7 said that the current culture encourages learning and development through training, thus, the transfer of knowledge (Appendix C).

Another 40% of the participants stated that the current culture only partially supports KT. These participants opined that although the current culture is supporting KT, there are still some gaps. According to P10: “The current culture I would say, I will be neutral, does and doesn’t, because at the moment the method we are using as we are moving forward as a business there is KT, but if you are to ask if it is maximised, I would say no” (Appendix C).

The remaining 20% said that the current culture does not support the knowledge structure. P5 said: “The Company does not encourage it. The big thing is job protection, job cross-functional upskilling; we still operate very much in silos” (Appendix C).

Finding 7: The current organisational culture seems to support knowledge transfer

4.5.2.2 Knowledge transfer a managers’ initiative or organisation-wide idea

The second question asked to the participants is whether they think KT is more of a manager’s initiative or an organisation-wide idea. Figure 4.7 shows the responses of the participants.

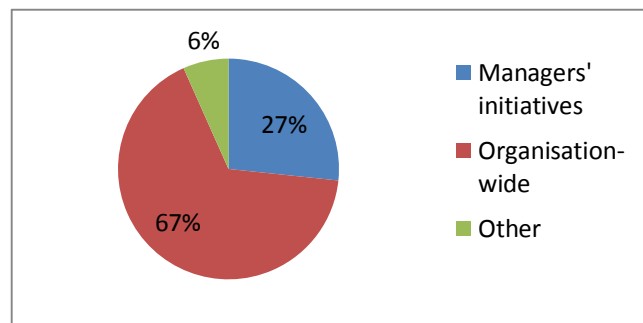


Figure 4.7: KT managers’ initiative or organisation-wide idea

Sixty seven percent (67%) of the participants deemed KT an organisation-wide idea. P6 said: “I do think there are different roles. But there has to be a buy in from the organisation otherwise it does not matter what you try to put in place, it’s not going to work. I think culture in that space has a big impact” (Appendix C). Twenty seven percent (27%) indicated that it is a managers’ initiative. In support of the answer P14 said: “I think if you cultivate that culture in the leadership level, it would make it easy for managers to execute that culture” (Appendix C). Six percent (6%) felt it is something else. According to P3, there are currently two individuals driving the KT initiative and there is still a frustration around inaccurate data.

Finding 8: Knowledge transfer is deemed as an organisation-wide idea

4.5.2.3 Changes regarding knowledge transfer support and initiatives

Question three is directed to participants who have been working in the organisation for at least a year. The participants were asked if there have been some changes regarding KT support and initiatives in the last few years. Figure 4.8 represents a summary of the participants' response.

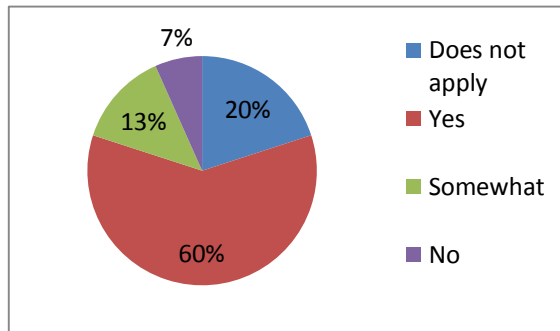


Figure 4.8: Recent changes regarding knowledge transfer

According to the participants' responses, one person (7%) said there have been no changes over the years regarding KT initiatives. The participant mentioned that time and the nature of the job are barriers to their ability to transfer knowledge. This participant is not directly involved with the KT initiatives identified by other participants.

The question does not apply to 20% of the participants. These are employees who recently joined the organisation. They could not identify changes that have occurred in relation to KT. A further 13% of the respondents said there are some changes relating to knowledge transfer. P14 said they are "getting better in some areas Things like product forum, client engagement forum, sales meeting and projects. There is a lot of sharing happening..." (Appendix C). Most of the participants (60%) indicated that there have indeed been changes over the past few years with regard to KT. These changes are summarised in Table 4.5 below.

Table 4.5: Changes according to the participants relating to knowledge transfer

| Changes relating to knowledge transfer |
|--|
| Knowledge Centre |
| ARIS |
| Improved communication |
| Learning and development |
| Discussion forums |

i) Knowledge Centre

Six participants (P3, P5, P6, P7, P10, P15) said that there are changes relating to KT and they identified the Knowledge Centre as an example. P3 stated: “We have put Knowledge Centre as a key focus area. There has been work with outsourced companies; we [are] just struggling to find the resource that has the necessary skills to run it” (Appendix C).

ii) ARIS

ARIS a business process analysis platform mapping tool has been identified by the participants as a tool that could assist in KM. This could be done when the processes are re-designed and audited.

Three participants (P7, P11, P13) identified ARIS as one of the changes relating to knowledge transfer over the years. P13 stated:

“Yeah definitely, I mean when I got here a few years ago pretty much process document were emphasised and ... we all had to do process documentation which we did, but not entirely, two-three years ago. So I would say that drive has been quite big across [the] team. Everybody knows that they had to do ARIS. So I would say whatever is in there sort of encourage[s] and emphasises KM” (Appendix C).

iii) Communication

P8 opined that communication has improved over the years: “Yes... Communication has improved over [the] years. We get staff update[s] which I think in a certain extent helps. However, I don't think these activities are enough” (Appendix C).

iv) Learning and development

Participant P10 identified learning and development as the ‘thing’ that has changed over the years. According to P10, “there are many initiatives on the go. E.g. L&D came up with the Noogle-Google noun which [is] one form of KT, and their various classroom sessions in terms of learning” (Appendix C).

v) Discussion forums

The last change, cited by participant P14, is discussion forums. According to P14, “I think we are getting better in some areas. Things like product forum, client engagement forum, sales meeting and projects. There is a lot of sharing happening...” (Appendix C).

Finding 9: There are changes that occurred in the last few years in terms of KT, including a Knowledge Centre, ARIS, communication, learning and development, and discussion forums

4.5.2.4 Factors that facilitate knowledge transfer

The fourth question the participants were asked is concerned with the factors facilitating KT in their business units. The responses were grouped into factors and are summarised in Table 4.6.

Table 4.6: Factors facilitating knowledge transfer

| Factors facilitating knowledge transfer |
|---|
| Communication |
| Learning and development |
| Infrastructure |
| Time |
| Team work |

From the participants' answers five factors were identified. These factors are discussed in the sub-sections below.

i) **Communication**

P2, P3, P10, P12 and P15 identified communication as one of the factors facilitating KT. According to P12, "KT comes with interactions. There is a problem, you talk about it and show people what is going. It also comes from individuals motivated to learn" (Appendix C). P12 felt that in order to transfer knowledge, there has to be interactions between individuals and those individuals must be willing to learn and share.

ii) **Learning and development**

Three participants (P1, P7, P9) agreed that learning and development is a contributing factor to KT. According to P1, "the industry is changing every day, its constantly changing and I think the external factors is what is driving and pushing the internal transfer of knowledge. We are going on training session to gain knowledge on what is happening in the industry" (Appendix C). Because the industry is constantly changing, knowledge and these changes are transferred through training a part of learning and development in the organisation.

iii) **Infrastructure**

Infrastructure has been identified by P6, P7 and P8 as one of the factors facilitating KT. P6 stated: "So we want to put in place the infrastructure and methodologies to change our organisation from a culture that has information and knowledge in their

heads to a culture that is able to put it down and access the knowledge” (Appendix C). P6 confirmed that the organisation has invested in infrastructure to facilitate KT. The organisation is implementing a Knowledge Centre which will be a portal for KT.

iv) Time

Time as a factor facilitating KT has been identified by two participants (P13, P14). According to P13 and P14, for the individuals to transfer knowledge they need to have time to do so. P14 stated that, “I think the most basic is capacity. Having the time to do it and making it part of your job description, allocating it to be part of the score card” (Appendix C).

v) Team work

P11 identified team work as a facilitator of KT. P11 said: “I think if you understand your role in the business and what it entails and working in a team. If you are able to share the knowledge you have with your team it will make your job better and easier” (Appendix C).

Finding 10: Five factors facilitate KT, namely: learning and development, infrastructure, communication, time, and team work. Among these factors, communication is viewed as the most important factor to assist in KT

4.5.2.5 Mutual trust

The participants were asked whether a culture of mutual trust exists in the organisation. The findings of this question are presented in Figure 4.9.

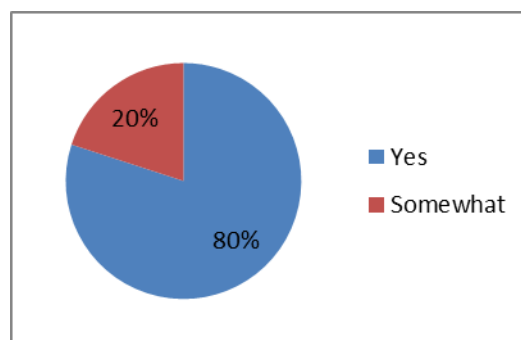


Figure 4.9: Mutual trust

The majority of the participants (80%) said the culture in the organisation is based on mutual trust among employees. P7 stated that as a manager, “I trust somebody is going to do something that they say they [are] going to do and that to me is trust. I

expect my team to do it because they are capable of doing it too. So trust is very important, it is the first thing I look at to build a sound relationship and also to do within the business” (Appendix C).

In contrast, 20% (P9, P12, P14) said the culture is not entirely based on mutual trust.

“I think there is - principles or trust that we will do the right thing that is there but when it comes to procedural activities where you [are] supposed to do x and you don’t do x. I think there is a gap there which needs to be worked on. But I think if we make decisions around the business we trust that people will make those decisions in the best interest of the business, the people and ultimately the clients” (P14) (Appendix C).

Finding 11: The culture in the selected organisation is based on mutual trust

4.5.2.6 *Team members’ support and collaboration*

The last question asked to the participants in the culture category is whether team members are supportive, collaborative among themselves, and ready to share knowledge with others (Figure 4.10).

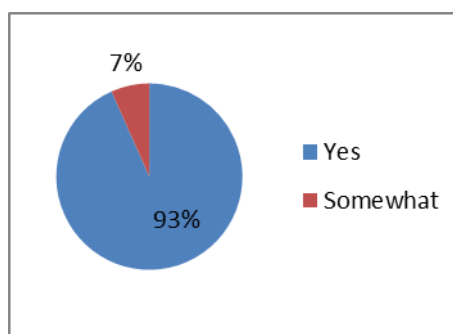


Figure 4.10: Team members’ support and collaboration

Ninety three percent (93%) of the participants confirmed that team members are supportive, collaborative, and willing to share knowledge with each other. In agreement with this statement P7 said, “Absolutely, I think collaboration is very important. It’s one of our values” (Appendix C). Only one participant, P14, felt that not all team members are supportive, collaborative and willing to share with others. “I think again, its pockets. I think, the different teams have different ways of dealing and sharing information among each other and there are others that do not do it” (p14) (Appendix C).

Finding 12: Team members are supportive and collaborative and are ready to share knowledge among each other

4.5.3 Management support and involvement

The focus of this theme is on assessing the efforts made by the management of the organisation in supporting and encouraging KT. The following questions were asked.

Table 4.7: Interview questions concerning management support and involvement

| Interview questions concerning management support and involvement |
|--|
| Question 1: Do senior management support knowledge transfer initiatives? Please elaborate how? (Through budget, headcount, and metrics) |
| Question 2: Has there being any recent activities conducted by senior management to promote knowledge transfer within the department? |
| Question 3: Do you think that senior management are actively encouraging knowledge transfer in the business? |
| Question 4: Do senior management participate and follow up on knowledge transfer sessions held? |

All participants responded to the questions. The sub-sections below report on the feedback of the participants.

4.5.3.1 Management support

In relation to knowledge transfer, the participants were asked whether the senior management supports knowledge transfer initiatives. The answers to this question are summarised in the Figure 4.11.

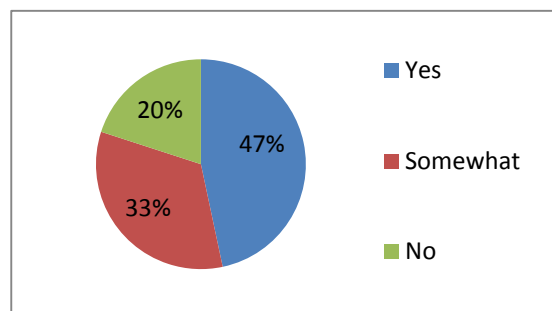


Figure 4.11: Management support

Forty seven percent (47%) of the participants felt management does support knowledge transfer initiatives. Participants were asked to elaborate. In response, P6 said management identified the KM gap during a strategy meeting. “This was backed by the desire from management to see this implemented” (P6) (Appendix C). According to the participants, the management identified the gap of managing

knowledge within the organisation in one of the discussion sessions, which are considered a knowledge transfer initiative.

Thirty three percent (33%) of the participants stated that the management only partially supports knowledge transfer initiatives. These participants opined that management does not support KT as they should because it is not a priority. The focus, according to P8, is on results. “I would say I don’t know. My observation is that they are concentrating on results. You might find information because results are not what is expected, that’s when knowledge is transferred” (P8) (Appendix C). Contrary to this, 20% stated that the management does not support knowledge transfer initiatives. P12 is quoted saying: “There are none. I do not see any serious attempt to raise [the] level of one area or another. There is no strategic intent” (Appendix C). The participant and others believe there are no knowledge transfer initiatives within the organisation.

Finding 13: The management of the selected organisation seems to support knowledge transfer initiatives although there is a difference of opinion on this issue

4.5.3.2 Recent activities by senior management

Participants have been asked to identify recent activities conducted by senior management to promote KT. Of the fifteen participants that have been interviewed, six participants felt there are no activities conducted by senior management to promote KT. However, eight of the fifteen participants said there are activities and those activities are presented in Table 4.8.

Table 4.8: Recent activities by senior management

| Recent activities by senior management |
|--|
| Development of the Knowledge Centre |
| ARIS |
| Learning and development |
| Feedback session |

i) Knowledge Centre

P3, P6 and P10 said the Knowledge Centre is the recent activity by management to promote KT. P3 said: “I think it’s stuck with me” (Appendix C). The participant referred to the Knowledge Centre that is still in a development stage.

ii) ARIS

P11 and P13 identified ARIS as one of the recent activities by senior management to promote KT. P13 stated that “initially, we were encouraged to know ARIS and we got training on how to work around it” (Appendix C).

iii) Learning and development

P1, P10 and P14 identified learning and development as a recent or rather a continuous activity by senior management to promote KT. In relation to the findings, P10 said: “Absolutely, we all on leadership boot camps at the moment where we are trying to improve what we do so they are thing like coaching for growth, great place to work, and all that. So that is how you share that information and transfer that knowledge” (Appendix C).

iv) Feedback sessions

The last activity cited by a participant is the feedback sessions. According to P2, “I would say yes. Recently we had a feedback session for an example which gave us an insight to where the business is going” (Appendix C). The senior management does provide feedback to its staff members with regard to goals and projects.

Finding 14: The organisation has had some activities by senior management to promote KT, including the Knowledge Centre, ARIS, learning and development and feedback sessions. Learning and development, also known as training, is the most popular activity to promote KT

4.5.3.3 Senior management actively encouraging knowledge transfer

The participants were asked whether senior management is actively encouraging KT. Figure 4.12 presents the results.

Thirty seven percent (37%) of the participants felt that senior management is not actively encouraging KT, while 26% said yes, management does actively encourage it. P7 said: “There is constant thinking, asking questions, constant information going through, constantly looking for ways to improve what we’re actually doing” (Appendix C).

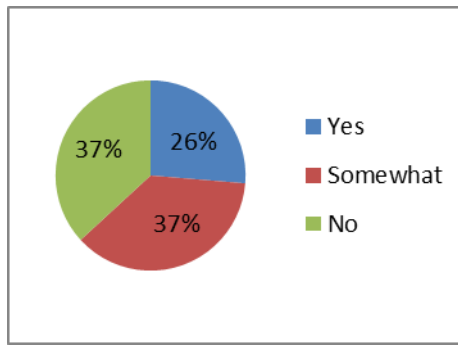


Figure 4.12: Active encouragement of knowledge transfer

A further 37% said senior management supports KT only partially. Among those, P11 stated: “They do actively promote it but in my opinion not to see the result of it but because it is on the score sheet to do. They are not going to tell you to take somebody, to take another person, on the wing to show them how something is done” (Appendix C). According to this participant, the responsibility is not entirely on the management of the organisation; the employees have a role to play too.

Finding 15: The management is not actively encouraging knowledge transfer

4.5.3.4 Senior management’s participation and follow-up

The last question the participants have been asked in this section is whether the senior management participates and follows up on knowledge transfer initiatives held in the organisation. The findings are presented in Figure 4.13.

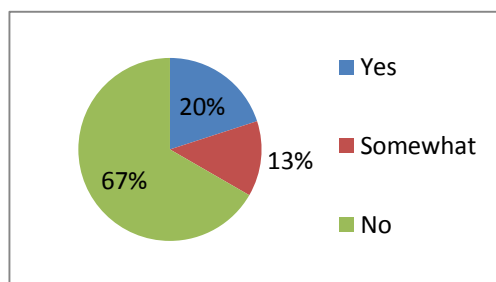


Figure 4.13: Participation and follow-up

Figure 4.13 shows that 67% of the participants opined that the senior management does not participate and follow up on knowledge transfer initiatives held. Of the 67%, P8 said: “I don’t know of any knowledge transfer sessions. There is probably one example of the feedback session which I think is just a tick box that he has done it” (Appendix C). The participant felt that staff feedback sessions are not being followed up. It is held simply because the management is expected to do these sessions.

P13 is among the 20% of participants who indicated that the senior management does participate and follow up on knowledge transfer initiatives. P13 said: “I would say so because I know [name deleted] runs with ARIS so quarterly she would meet with the manager and his boss to give feedback” (Appendix C).

A further 13% said that the senior management only partially participates and follows up on knowledge transfer initiatives. P7 stated: “I do not think they always do follow up. It can be done better. So it’s an area of improvement. Sometimes we think when you walk out of the training and someone has signed a register or gave feedback on a feedback sheet that is the follow [up]” (Appendix C). According to this participant, follow-ups are done but can be done better.

Finding 16: Management does not participate and follow up on knowledge transfer initiatives

4.5.4 Rewards and recognition

This category aims at assessing whether the employees of the selected organisation are recognised and rewarded for the efforts they make in transferring knowledge. Table 4.9 summarises the questions that have been asked.

Table 4.9: Interview questions concerning rewards and recognition

| Interview questions concerning rewards and recognition |
|--|
| Question 1: Is knowledge transfer part of any recognition system, reward, etc.? Which one? |
| Question 2: Do you feel that you are recognised for the effort you put into transferring your knowledge? |
| Question 3: How does the business management recognise the value added through knowledge transfer among the team members? |

All participants responded to the questions. The participants were asked three questions on rewards and recognition. The answers to these questions are presented in the sub-sections below.

4.5.4.1 Current rewards and recognition systems

The first question the participants were asked with regard to rewards and recognition when knowledge is transferred is whether there are any recognition systems and rewards for the effort they put in to KT. Figure 4.14 shows the findings for this question.

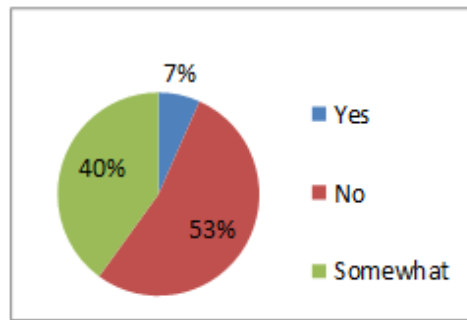


Figure 4.14: Current rewards and recognition systems

According to the findings, 53% of the participants said there are no rewards and recognition systems for KT in the selected organisation. P6 justified this by saying, “Not at the moment, because the KM process has not been implemented yet. It’s something we plan to implement though” (Appendix C). According to P6, the rewards and recognition system is in the pipeline to be implemented once the Knowledge Centre is functional.

On the other hand, 40% of the participants said there is a partial rewards and recognition system for transferring knowledge in the selected organisation. The rewards and recognitions are linked to individuals’ productivity and performance. According to P7, the employees are rewarded and recognised indirectly for the efforts they put into KT. The participant agrees that a rewards and recognition system directed at KT would encourage individuals to transfer knowledge beyond their expected production or output.

Seven percent (7%) of the participants said there is a rewards and recognition system for KT. According to P8, there is a rewards and recognition system in terms of expected deliveries although it would be better if there is a system primarily directed at KT. This response is similar to those who said the employees are partially rewarded and recognised for the effort they put into KT. P8 also agreed that this is indirect and that there should be a system directed at KT.

Finding 17: The organisation does not have a rewards and recognition system directed at knowledge transfer

4.5.4.2 Do you feel recognised?

As a follow up question to the previous question, the participants were asked if they feel recognised for the efforts they put into KT. The results are summarised in Figure 4.15.

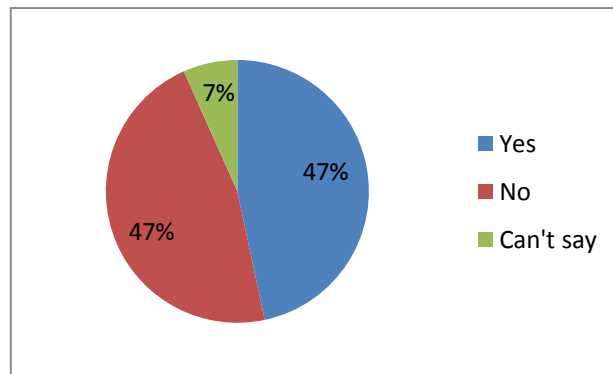


Figure 4.15: Recognition for doing knowledge transfer

Forty seven percent (47%) of the participants felt that they are not recognised for the efforts they put into transferring knowledge. P11 said: “No... I think anybody would like to be recognised by doing over and above their tasks” (Appendix C). P11 felt he is not recognised for doing work over and above the expected tasks. P11 also indicated that it would be “nice” to have such a system in place. Another 47% said they are being recognised. P7 said: “I think I am. In terms of my performance, I think I get rated adequately in terms of my output” (Appendix C). This is the indirect recognition identified in section 4.5.1. One respondent, P4, indicated that she could not say whether she is being recognised or not since she has just started working for the selected organisation.

Finding 18: There is no recognition system for transferring knowledge directly linked to KT, only for performance and productivity (deliverables)

4.5.4.3 Management’s recognition of value added

The participants were further asked how the business management recognises the value added through KT among the team members. The findings are presented in Figure 4.16.

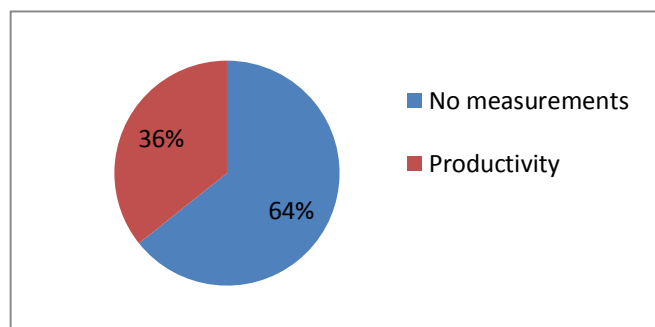


Figure 4.16: Recognition of value added

Sixty four percent (64%) of the participants said there are no employee measurements to determine their contribution to KT. Of the 64%, three participants (P2, P4, P8) made not comments because they have not seen any measures. P1, P4, P6, P9 and P14 felt that there are no measures by senior management, while P3 noted that measuring the value added through KT is not a priority. Contrary to this, 36% of the participants (P7, P10, P11, P13, P15) identified productivity as a measure used by management to determine the value added through KT. According to P10, "I would say they do recognise it. But I might have answered this. It is not a formal, direct acknowledgement... but it's more of a result of a successful result set" (Appendix C).

Finding 19: The business management does not measure the value added through knowledge transfer among the team members

4.5.5 Organisational structure

This theme looks at the role of relationships and the structure of the organisation in transferring knowledge within the business units. Table 4.10 summarises the questions that have been asked.

Table 4.10: Interview questions concerning organisation structure

| Interview questions concerning organisational structure |
|---|
| Question 1: How do you perceive the working relationship between employees? |
| Question 2: How does organisational structure impact knowledge transfer within the business units? |

All participants responded to the questions. Participants have been asked two questions as stated in Table 4.10 with regard to the organisational culture. The answers are presented in the sub-sections below.

4.5.5.1 Working relationship between employees

The participants were asked how they perceive the working relationship between employees. Answers to the question are presented in Figure 4.17.

The majority (73%) of the participants said the working relationship between employees of the selected organisation is good. Most participants said the good relationship is a result of the open plan environment which makes it easy to transfer knowledge.

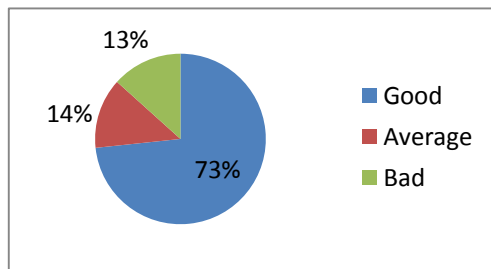


Figure 4.17: Working relationships between employees

Fourteen percent (14%) of the participants said the relationship among employees of the selected organisation is average. These participants felt the relationship varies from department to department. A further 13% of the participants indicated that the relationship is not so good. These participants opined that the departments in the organisation are still operating in silos.

Finding 20: The working relationship among the employees is generally good

4.5.5.2 Impact of organisation culture on knowledge transfer

The participants were asked how the organisational structure impacts the transfer of knowledge within the business units. Responses are tabled in Table 4.11.

Table 4.11: Factors that impact organisation culture towards knowledge transfer

| Impact of organisational culture on KT |
|--|
| Open plan environment |
| Key man risk |
| Silos |
| Senior management |
| Collaboration |

Fourteen participants responded to this question. One participant said she has not seen the impact yet as she is still new in the organisation. The factors identified are discussed in the following sub-sections.

Open plan environment

Six participants (P1, P2, P5, P7, P13, P14) indicated that the open plan environment in the selected organisation has a positive impact on KT in the business units. P1 stated: "I would say there is a quite open relationship between people in the organisation. I can go to any department and ask for information. You feel comfortable to go and ask for information" (Appendix C). According to the

participants, the open plan environment enhances good relationships among employees and it is easy to obtain or transfer knowledge between business units.

Key man risk

Two participants, P3 and P8, identified key man risk as a factor within the organisation culture that negatively affects the transfer of knowledge between business units. According to P3, “one of the issues is that a few key individuals are working on all the changes and they know everything that is going on. We do not rotate out by having different people seconded to a project. You are building key man risk as those individuals obtain a lot of knowledge” (Appendix C).

Silos

P6 and P10 stated identified silos as a factor within the organisational structure that negatively affects the transfer of knowledge in the business units. According to P10, “There is a depending on which business units [sic]. You do get siloism and it’s one of the items that break KM between departments. So that is the biggest factor that would prohibit KT”. P6 also confirmed the silos within business units: “I think it’s quite a silo environment at the moment, which is a hinder sometimes to knowledge transfer” (Appendix C).

Senior management

P9 and P11 felt that poor management in some areas as a component in the organisation structure is an important part of KT. According to P11:

“It definitely has a huge impact because if management teams are not working towards the same goals it immediately affects the employees within the divisions and it creates the divisional block where you do not allow your team member to free[ly] communicate with different teams because of the friction” (Appendix C).

Collaboration

Collaboration has been identified as one the factors within the organisational culture that has a positive impact on KT. P15 said collaboration in the organisation makes it easy to transfer knowledge.

Finding 21: The open plan environment and collaboration enable easy employee interaction and KT among themselves

Finding 22: Silos, key man risk, and poor management in some areas of the business hinder the transfer of knowledge

4.5.6 Information technologies infrastructure

The information technology infrastructure theme aims at determining and assessing the adequacy of the current technology that the selected organisation has for KT. Table 4.12 summarises the questions that have been asked. All participants responded to the questions. The responses to each question are discussion in the sub-sections below.

Table 4.12: Interview questions concerning information technologies infrastructure

| Interview questions concerning information technologies infrastructure |
|---|
| Question 1: Is there existing technology in place to encourage knowledge transfer initiatives? |
| Question 2: Do you think the current technology that the business has is conducive to encouraging knowledge transfer participation? |
| Question 3: In your personal opinion, do you feel that adequate use is made of technology to facilitate the knowledge transfer initiative? |

4.5.6.1 Existing technology

The participants were asked whether there are existing technologies in place to encourage KT. The results to this question are presented in Figure 4.18.

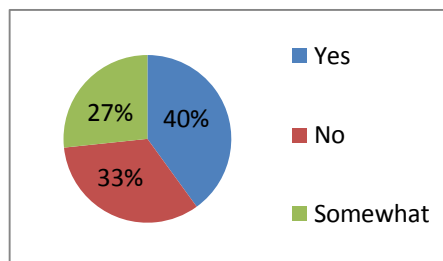


Figure 4.18: The role of existing technology in knowledge transfer

Forty percent (40%) of the participants identified technologies that are available to encourage KT, including ShareDrive, emails, social media, and ARIS. On the other hand, 27% of the participants referred to the Knowledge Centre which is still under construction, indicating only partial availability of technologies. There was an uncertainty among participants when answering this question. Thirty three percent (33%) of the participants stated that there is no technology for KT in the selected organisation (Appendix C).

Finding 23: The organisation has existing technologies to encourage knowledge transfer

4.5.6.2 Evaluation of the existing technology

As a follow up question, participants were asked if they think the existing technology is conducive enough to encourage KT participation. Answers are presented in Figure 4.19.

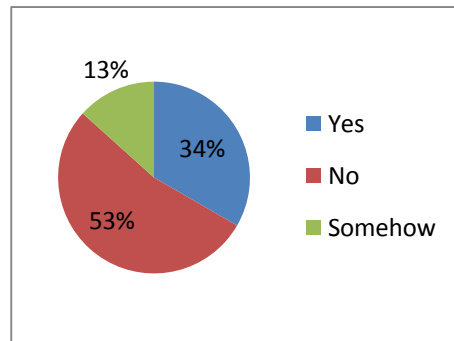


Figure 4.19: Evaluation of the existing technology

It is evident that the majority of participants (53%) felt the existing technologies are not conducive enough to encourage knowledge transfer participation. P6 said: "I do [not] think so. There is a fair level of custom development that can be done to facilitate KT. I think we have all the mechanics in place; it's just getting them operational, and that needs headcount" (Appendix C).

Thirty four percent (34%) of the participants said that the existing technology is conducive to encouraging KT participation in the organisation. P11 highlighted some of the good systems such as ARIS and SharePoint.

An additional 13% of the participants said that the existing technology partially encourages knowledge transfer participation (Appendix C).

Finding 24: It is not clear if the existing technology is conducive enough for knowledge transfer

4.5.6.3 Adequate use of existing technology

The participants were asked if they think adequate use is made of existing technology to facilitate KT initiatives. The answers are presented in Figure 4.20.

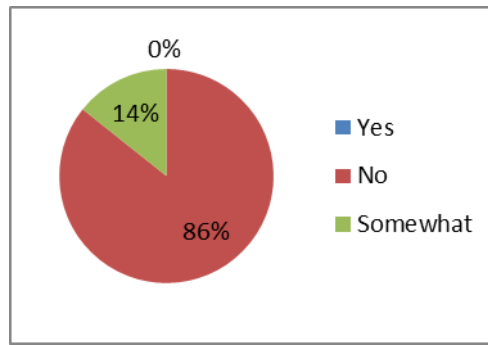


Figure 4.20: Adequate use of existing technology to facilitate knowledge transfer

According to the participants' responses, 14% felt the existing technology is only partially used for KT. Contrary to this, 86% of the participants said the existing systems are not used adequately for KT. The reasons why they feel the existing systems are not used adequately are presented in Table 4.13. These reasons are discussed individually in the following sub-sections.

Table 4.13: Use of existing technology

| Use of existing technology |
|-------------------------------------|
| Inadequate training |
| Different communication preferences |
| Silos |
| Bad experience |
| Knowledge Centre not functional |

Inadequate training

P9, P11, and P14 for example were of the opinion that the existing technology is not used adequately for KT and state this is a result of the lack of training. According to P11, "...there is inadequate use of the technology because the tool in itself, the training was not given to the right people because... if you do not understand what the reason and the use of the tool, you will not use its full capacity" (Appendix C).

Different communication preferences

P1 and P13 said the inadequate use of technology for KT is as a result of employees preferring to use different communication systems when transferring their knowledge. According to P13, the systems are not used adequately. "I think most people find it easy to go speak to the person instead of using the systems" (P13) (Appendix C). According to P1 and P13, the current systems are not used adequately for KT because people have different preferences.

Silos

Silos are identified as one of the reasons for the inadequate use of the system for KT. According to P3, “No – we all have our silo systems (PST folders, share drivers). The only system that we have for KT is the shared drive... but how many people access the shared drive? The intranet on the other hand is an abomination that is just not updated” (Appendix C).

Bad experience

P5 associated the inadequate use of systems for KT with bad experience. According to P5, “No... I don't. I haven't logged in 5 years' time for example in one system. I couldn't find what I wanted because there was no proper filing system. I tried to find something but I can't even remember the filing system they had. I needed [a] proper search functionality like google. I find ARIS completely useless. ARIS is too boring. I find ARIS too vague; it's not easy to follow those blocks (Appendix C).

P5 shared an example of a system that he had a “bad” experience with and never used it again. The participants also mentioned that when a system is too complicated, people shy away from it (Appendix C).

Knowledge Centre

According to P6, “the technology is there but it's not used yet. Once it is operational we have analytics to check the use of the system” (Appendix C). The participant referred to the Knowledge Centre that has been developed but is not in use yet.

Finding 25: The existing technology is not adequately used because of a lack of training, different communication preferences, silos, bad experiences, and the Knowledge Centre (under construction) which is core technology for knowledge transfer

4.5.7 General remarks

This category comprises general questions relating to KT. The main aim of the category is to determine the barriers prohibiting employees from transferring knowledge, to identify opportunities that will improve the current KT process, and to determine preferred tools for KT. The participants have been asked the questions as stated in Table 4.14.

Table 4.14: Interview questions on general remarks

| Interview questions on general remarks |
|--|
| Question 1: How well do you think the current knowledge transfer initiatives are working? |
| Question 2: Are there improvement opportunities you see in the current process? (please elaborate) |
| Question 3: What is the biggest hurdle in effective knowledge transfer in your team? |
| Question 4: What do you consider to be the main competences that facilitate knowledge transfer? |
| Question 5: What are the top three factors that you think prevent people from participation in the process of knowledge transfer? |
| Question 6: Which communication methods used by the company do you prefer for knowledge transfer? |

All participants responded to the questions. The answers are summarised in the sub-sections below.

4.5.7.1 Evaluation of the current knowledge transfer initiatives

The participants were asked how they think the current KT initiatives are working. The participants' answers are summarised Figure 4.21.

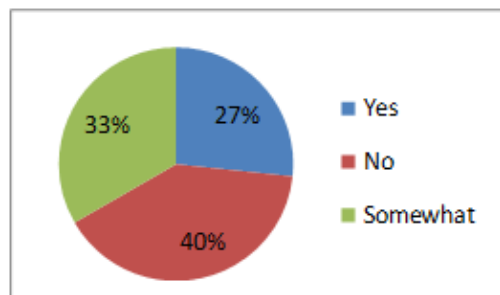


Figure 4.21: Perception of participants on how well the current KT initiatives are working

Forty percent (40%) of the participants felt the current KT initiatives are not working due to organisational culture which is based on high performance. The culture does not enable KT as people are focused on meeting their targets and deadlines. Thirty three percent (33%) of the participants said the currently knowledge transfer initiative are somewhat working, but not as it should. A further 27% opined that the current knowledge transfer initiatives are indeed working.

Finding 26: The current knowledge transfer initiatives are not working as they should

4.5.7.2 Improvement opportunities

The participants were asked if there are any opportunities to improve current knowledge transfer initiatives. All participants agreed that improvements are needed. The opportunities are summarised in Table 4.15.

Table 4.15: Opportunity to improvement current knowledge transfer initiatives

| Improvement opportunities |
|---------------------------|
| Training |
| Infrastructure |
| Communication |
| Relevant information |
| Organisation strategy |
| Organisational structure |

There are six improvement opportunities identified by the participants. These themes are discussed in the sub-sections below.

Training

Four participants (P1, P2, P4, P11) identified training as an opportunity to improve existing knowledge transfer initiatives. According to these participants, the current systems available to transfer knowledge contain too much information. It would be more constructive to train the users of these systems on how to obtain the relevant information they need other than spending their time searching for information.

Infrastructure

P6, P7 and P8 identified infrastructure as an area of improvement to transfer knowledge more effectively in the selected organisation. According to these participants, improvement is expected when the Knowledge Centre has been implemented. In an attempt to improve the KT initiative, the organisation built a Knowledge Centre as portal for KT.

Communication

Three participants (P5, P11, P15) identified communication as opportunity to improve the current knowledge transfer initiatives. According to these participants, the knowledge transfer initiative will work more effectively if the organisation communicates frequently, improve feedback sessions, and introduce mentorship sessions.

Relevant information

P3 and P13 identified information as opportunity to improve the current knowledge transfer initiatives. According to these participants, the current knowledge transfer initiatives contain a large volume of data which is discouraging to most employees. The participants proposed that the information contained by these systems be organised and only relevant information stored.

Organisational strategy

Two of the participants, P10 and P14, identified organisational strategy as an opportunity to improve the current knowledge transfer initiatives of the selected organisation. P10 stated that “we could have an end-to-end strategy in terms of what we have and what we want to achieve in terms of KT. Then that would be the first step for an integrated strategy across the business” (Appendix C). According to the participants, the organisation does not currently have a strategy and framework to transfer knowledge as it is still new.

Organisational structure

P9 identified the organisational structure as an opportunity to improve current knowledge transfer initiatives. According to P9:

“The structure needs to accommodate knowledge transfer. We can have people who are recognised as feeders to new people. These individuals could be senior consultants that would transfer tacit knowledge to these individuals. That would be a great start then there would be a proper transfer where people would be encouraged to be part of knowledge transfer” (Appendix C).

P9 argued that the organisational structure needs to accommodate and encourage KT.

Finding 27: There are opportunities to improve current knowledge transfer initiatives such as training, infrastructure, communication and quality of information, organisation strategy and organisational structure

4.5.7.3 Hurdles in effective knowledge transfer

The participants have further been asked to identify the personal reasons why people do not transfer their knowledge in their business units.

The identified hurdles are grouped together and summarised in Table 4.16.

Table 4.16: Hurdles identified in transferring knowledge

| Hurdles |
|--|
| Lack of time |
| Lack of knowledge |
| Bad attitudes |
| Different preference on transferring knowledge |
| Hunger for power |

Fourteen participants responded to this question. Of the 14 participants, P6 felt that there are no hurdles. Thirteen participants identified lack of time, lack of knowledge, poor attitudes, different preference, and hunger for power as the primary hurdles in transferring knowledge in the select organisation. These hurdles are further discussed in the sub-sections below.

Lack of time

Six participants (P1, P5, P9, P11, P13, P14) identified time as primary hurdle in transferring knowledge in the selected organisation. According to P11, “time is probably the biggest thing and we never have time to do these things because we are always focusing on getting the tasks done. The second one could be training on how to use these tools efficient[ly]” (Appendix C). All six participants agreed that due to the nature of their jobs and expected deliverables, there is no time to spend on receiving and sharing knowledge.

Lack of knowledge

Three participants (P3, P4, P11) cited that the lack of knowledge on where to find information and how to use the available systems is a hurdle in transferring knowledge in their business units. According to these participants, the selected organisation does not have a directory where information is stored correctly. The shared drive where everyone store information is not maintained, the information is not organised, and people are not trained or guided on where to obtain information relevant to their purpose or use.

Bad attitudes

Two of the fifteen participants, P13 and P14, identified people’s attitudes as a hurdle in transferring knowledge in the selected organisation. According to P14, “it’s an attitude thing and not being complacent around it” (Appendix C). It has been mentioned by many participants in the previous sections that knowledge can be

transferred when people are willing to receive and share their knowledge. Without the willingness or the attitude of sharing and receiving knowledge it becomes difficult to transfer knowledge.

Preferences on how to transfer knowledge

Two participants, P2 and P8, identified preferences as a hurdle in transferring knowledge in the selected organisation. P2 states that “different people work in different ways. So there is a problem of preference” (Appendix C). According to these participants, people have different preferences on how knowledge should be transferred. For those whose preferences are not catered for, KT becomes a problem.

Hunger for power

According to P7, some people treat knowledge as a powerful weapon over others, hence people do not want to share their knowledge (Appendix C).

Finding 28: Five hurdles were identified in transferring knowledge, namely: lack of time, lack of knowledge, poor attitude, difference in KT preferences, and hunger for power

4.5.7.4 Main competencies that facilitate knowledge transfer

The participants were asked to identify the main competencies that facilitate KT. The results are presented in Table 4.17. Seven participants (P3, P6, P7, P8, P9, P10, P13) agreed that communication is the main competency that facilitates KT. According to P8:

“This is what I have in mind - it has got to come from the top, introduce this to the business, what it is all about, explain its benefits and encourage staff to use it. So I would say, leadership of management in encouraging the existence of KMS and communication to staff and having a working system that is clear to use” (Appendix C).

The participants agreed that the ability to communicate is important in transferring knowledge for both the management and the staff.

P5, P7, P14 and P15 recommended that in order to transfer knowledge, the people involved should have enquiring minds and be willing to share and receive knowledge. P5 stated that to transfer knowledge, one needs to have an enquiring mind: “A person would have to want to learn. You can’t force them to learn” (Appendix C). These four participants agreed that to transfer knowledge, the people involved should be willing to receive and share knowledge.

Table 4.17: Competencies that facilitate knowledge transfer

| Competences that facilitate KT |
|--------------------------------|
| Communication skills |
| Enquiring minds |
| Technical abilities |
| Goal-oriented |

P6 and P13 identified technical abilities as a competency that facilitates KT.

According to P6, to facilitate KT the organisation needs:

“...individuals who know the KM framework. It’s someone that needs to know how systems work. A personality that is able to connect with people and make people comfortable to share. A lot has to do with the person you put in place to run these things and the people at touch points. The methods of knowledge, having enough technical ability, and be able to facilitate one-on-one sessions with people...” (Appendix C).

Finally, P2 stated those who participate in the transfer of knowledge should be goal-oriented. P2 said: “...striving to become the best... working towards our 2020 goals” (Appendix C).

Finding 29: There are five competencies that facilitate knowledge transfer, namely communication skills, enquiring minds, technical abilities, and being goal-oriented

4.5.7.5 Factors that prevent knowledge transfer

The participants have been asked to identify organisation related factors preventing people from participating in the process of transferring knowledge. The answers are presented in Table 4.18.

Table 4.18: Factors that prevent knowledge transfer

| Factors that prevent KT |
|-----------------------------|
| Competition |
| Inadequate infrastructure |
| Time |
| Lack of structure |
| Poor management involvement |

Six participants (P3, P6, P7, P11, P14, P15) identified competition of employees as a factor preventing KT in the selected organisation. According to P3, people use “knowledge as a competitive advantage” (Appendix C). According to the participants, people do not share their knowledge because they believe knowledge is power. People think that once they share what they know, they can be easily replaced and lose control.

P1, P6 and P8 identified inadequate infrastructure or systems for KT as a reason why people do not participate in the knowledge transfer process. P8 said that not having a proper infrastructure prevents people from transferring knowledge. “I don’t know if having the system people won’t use it because you always want to ask question and find information. I don’t know what would cause an individual not to use it. Because it would help you improve your performance, unless it is not useable” (P1) (Appendix C). P1 further explained that “if it [a system] looks complicated people will shy away” (Appendix C). From the participants’ answers it is evident that the organisation needs to have an infrastructure easy to use.

Five participants (P5, P6, P9, P11, P13) identified time as another factor preventing people from participating in the knowledge transfer process. P9 said that “there is no time to go and ask when you need to ask something” (Appendix C). The participants agreed that there is never enough time to spend on KT due to the nature of their jobs, deliverables, and deadlines.

P4, P9 and P10 identified another factor preventing people from transferring knowledge as lack of structure. According to these participants, the organisation does not have a proper structure or framework for KT and this prevents people from transferring knowledge. P4 stressed that because of the lack of structure there is no direction, therefore “new people are often scared to ask, so the direction would help” (Appendix C).

Finally, P9 and P11 identified poor management involvement as a factor preventing people from participating in KT. According to P11, people do not transfer knowledge because KT processes are “not being driven enough by management” (Appendix C). Participants have mentioned that the knowledge transfer process should be initiated and encouraged by management.

Finding 30: The factors prevent people from participating in the process of transferring knowledge are competition, inadequate infrastructure, time, lack of structure, and poor management involvement

4.5.7.6 Preferred communication method for knowledge transfer

To close off the interview, the participants have been presented with eight communication methods for KT currently used in the selected organisation. They were asked to select their preferred communication methods. The participants' selection is presented in Figure 4.22.

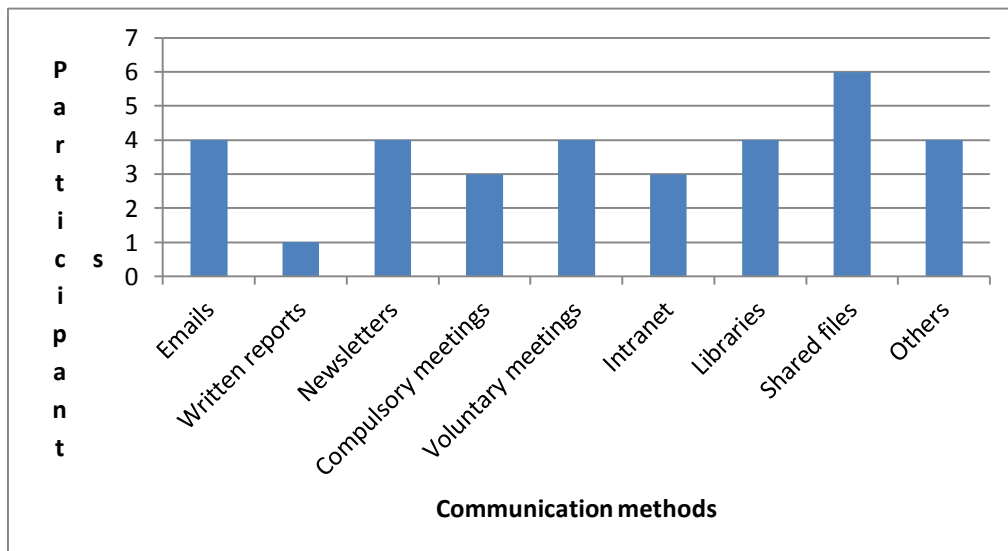


Figure 4.22: Preferred communication methods

Most participants (six) preferred shared files as a communication method for KT while emails, newsletters, voluntary meetings and other (ECMS, face-to-face, wiki, quarterly updates) were equally selected by four participants each. This is followed by compulsory meetings and the intranet, selected by three participants each. Finally, only one person selected the written reports.

Finding 31: Shared files are the most preferred method of communication for knowledge transfer in the selected organisation

4.6 Chapter summary

Interviews have been used to collect data from the select participants. There are 15 participants from one organisation who took part in the study. Since the participants were situated in the same location at the time of the interviews, it has been conducted on the organisation's premises. After the data collection phase, the data were transcribed (Appendix C). The interview transcripts were coded and analysed (section 4.5). Fifteen (15) participants were interviewed. There are six themes (Table 4.19) identified in this section, namely: (i) current levels of awareness and understanding of KM; (ii) organisational culture; (iii) management support and involvement; (iv) rewards and recognition; (v) organisational structure; and

(vi) information technologies infrastructure. Supplementing these themes, additional questions were asked to the participants in an attempt to identify improvement opportunities, hurdles, and preference in the current knowledge transfer initiatives.

Table 4.19: Summary of findings derived from interviewee responses

| Main research question: What communication strategies, tools, methods and systems can a company implement to transfer knowledge between different interest groups and throughout the organisation? | | |
|---|---|------------------------------|
| Sub-research questions | Themes | Findings |
| RSQ1: What are the challenges experienced in the transfer of knowledge in an organisation? | Levels of awareness and understanding of knowledge management | F1, F2, F3, F4, F5, F6 |
| | Organisational culture | F7, F8, F9, F10, F11, F12 |
| | Management support and involvement | F13, F14, F15, F16 |
| | Rewards and recognition | F17, F18, F19 |
| | Organisational structure | F20, F21, F22 |
| RSQ1: What are the challenges experienced in the transfer of knowledge in an organisation? RSQ2: How are the information and knowledge made available in an organisation? | Information technologies infrastructure | F23, F24, F25 |
| RSQ3: How can knowledge be transferred among employees? | General remarks | F26, F27, F28, F29, F30, F31 |

In Chapter Five the themes linked to the research questions and findings are discussed.

CHAPTER FIVE: DISCUSSION

5.1 Introduction

Chapter One identifies that the selected organisation faces challenges, risks and/or the problem of losing intellectual capital (knowledge) as employees enter and leave the organisation with different types of expertise. The study therefore aims to explore the dynamics of KT with reference to communication strategies, tools, methods or systems for KT within the selected organisation. The main objective of the study is to identify communication strategies and systems that could enable the transfer of knowledge between employees. The research objectives are: i) to identify the factors affecting the transfer of knowledge within the organisation; ii) to examine the generational communication needs and preferences of both the givers and the receivers of knowledge and their impact on knowledge transfer; and iii) to propose a knowledge transfer method that meets the needs of the organisation. Presented in Table 5.1 are the research questions.

Table 5.1: Research questions

| Research questions |
|--|
| RQ: What kind of communication strategies, tools, methods and systems can a company implement in order to transfer knowledge between different interest groups and throughout the organisation? |
| RSQ1: What are the challenges experienced in the transfer of knowledge in an organisation? |
| RSQ2: How is the information Summary of findings on the response from the respondents n and knowledge made available in an organisation? |
| RSQ3: How can knowledge be transferred among employees? |

This chapter aims to answer the research questions presented in Table 5.1 by using the findings identified in Chapter Four. The findings are presented according to general marks as well as six the themes identified, namely: (i) current levels of awareness and understanding of KM; (ii) organisational culture; (iii) management involvement and support; (iv) rewards and recognition; (v) organisational structure; and (vi) information technologies infrastructure. The themes are discussed in the sections below with reference to related studies.

5.2 Levels of awareness and understanding of knowledge management

This section presents findings that emerged from the participants' answers to questions relating to KM. The findings in section 4.6.1 are summarised in Table 5.2.

Table 5.2: Findings on levels of awareness and understanding of KM

| Findings on levels of awareness and understanding of KM | |
|---|---|
| F1 | There is no common understanding of KM among the participants in the selected organisation |
| F2 | The concept of KM is not clear in the selected organisation |
| F3 | Knowledge is recognised as a valuable asset in the organisation |
| F4 | The quality and availability of knowledge can help individuals perform better in their duties |
| F5 | There is a general understanding of what knowledge transfer is in the selected organisation |
| F6 | The concept of knowledge transfer is not clear in the organisation |
| RSQ1: What are the challenges experienced in the transfer of knowledge in an organisation? | |

Six findings have been identified in section 4.6.1. It is evident that participants recognise knowledge as a valuable asset in their organisation and realise that the quality and availability of knowledge can assist in improving performance in their duties. These findings are in line with a description of knowledge by Drucker (1993) as well as Hoegl and Schulze (2005) who argue that knowledge is a crucial organisational asset for a competitive advantage within an organisation. The knowledge comes from individuals' minds, beliefs or values and it creates value for improving the competitive advantage when it is transferred throughout the organisation.

However, it is reported (section 4.5.1) that there is no common understanding of KM and KT in the selected organisation. According to Venzin, von Krogh and Ross (1998), the understanding of the nature of knowledge and the management thereof is a central challenge to managers. Furthermore, the participants confirmed that the concepts of KM and KT are not clear as the organisation has just started exploring this concept. Von Krogh et al. (2000) suggest that organisations spend time in determining what knowledge means in their organisations and how the concept should be applied in practice.

Van den Berg (2013) and Choo (2006) agree that effective KM requires management to develop a general understanding of what knowledge is as well as efficient and systematic methods for managing it within the organisation. Sharma et al. (2012) confirm that top management's commitment and understanding of the concept of KM plays a significant role and work as the main driver in the successful implementation of KM. Consequently, the lack of understanding of KT results in poor

employee participation in terms of KT (Szulanski, 1996) due to the complicated KT processes (Yee et al., 2015).

These findings relate to RSQ1. The lack of understanding of KM and KT is a challenge in the selected organisation. As explained by Sutton (2007:1):

“KM does not appear to possess the qualities of a discipline. If anything, KM qualifies as an emerging field of study. Those involved in the emerging field of KM are still vexed today by the lack of a single, comprehensive definition, an authoritative body of knowledge, proven theories, and generalised conceptual framework. Academics and practitioners have not been able to stabilise the phenomenon of KM enough to make sense of what it is and what it comprises”.

As suggested by literature, for effective KT the organisation needs to invest in educating its employees on KM.

5.3 Organisational culture

This section discusses the findings on organisational culture as identified in section 4.5.2. The findings are presented in Table 5.3.

Table 5.3: Findings on organisational culture

| Findings on organisational culture | |
|---|---|
| F7 | The current organisational culture seems to supports knowledge transfer |
| F8 | Knowledge transfer is deemed as an organisation-wide idea |
| F9 | There are changes that occurred in the last few years in terms of KT, including a Knowledge Centre, ARIS, communication, learning and development, and discussion forums |
| F10 | Five factors facilitate knowledge transfer, namely: learning and development, infrastructure, communication, time, and team work. Among these factors, communication is viewed as the most important factor to assist in KT |
| F11 | The culture in the selected organisation is based on mutual trust |
| F12 | Team members are supportive and collaborative and are ready to share knowledge among each other |
| RSQ1: What are the challenges experienced in the transfer of knowledge in an organisation? | |

It has been established that the current organisational culture supports KT initiatives. The support has been identified through the changes that occurred regarding KT support and initiatives over the past years. Some of the changes mentioned include the Knowledge Centre, ARIS, improvement of communication,

learning and development, and discussion forums. The Knowledge Centre, identified by most of the employees who recognised changes happening over the years, is a system in its development stage with the aim of eventually catering for KM needs within the organisation. Similar to the identified changes occurring in the organisation, factors such as communication, learning and development, infrastructure, time, and team work were identified as factors facilitating KT, with organisational culture being based on mutual trust.

According Ling et al. (2016), culture and trust are key issues in the transfer of knowledge. Yoo and Torrey (2002) advocate that a common culture influences trust and communication between employees. Davenport and Prusak (1998) also emphasise that a good organisational culture is one of the most important factors in the success of KM initiatives in organisations. Yoo and Torrey (2002) affirm that cultural diversity between the knowledge holder and recipient is the primary issue in transferring knowledge (Yoo & Torrey, 2002). Consequently, if culture diversity and trust are managed well, the knowledge transfer process becomes more efficient and effective (Almeida, Song & Grant, 2002; Gold, Malhotra & Segars, 2001).

In the selected organisation the culture is based on mutual trust and the employees are supportive, collaborative and ready to share knowledge among each other. It can therefore be concluded that the organisation has the potential for successful KT. This finding answers RSQ1. The findings affirm that culture is not a challenge for KT in the selected organisation as the organisation has the potential of transferring knowledge efficiently and effectively.

5.4 Management involvement and support

This section presents the discussion on the management's involvement and support of KT in the selected organisation (section 4.5.3). The findings are presented in Table 5.4. From the participants' responses it is evident that the management of the selected organisation supports KT by providing resources such as technologies, training, and feedback sessions, among others. However, it is also evident that the management does not actively encourage KT and does not participate and follow up on knowledge transfer initiatives.

Literature identifies management support and involvement as a success factor in transferring knowledge (Davenport, De Long & Beers, 1998; Chong & Choi, 2005; Wu, Du, Li & Li, 2010; Heaidari, Moghimi & Khanifar, 2011; Yazdani, Yaghoubi & Hajiabadi, 2012; Danesh, Rad, Mobasher & Danesh, 2012).

Table 5.4: Findings on management involvement and support

| Findings on management involvement and support | |
|---|--|
| F13 | The management of the selected organisation seems to support knowledge transfer initiatives although there is a difference of opinion on this issue |
| F14 | The organisation has had some activities by senior management to promote knowledge transfer, including the Knowledge Centre, ARIS, learning and development, and feedback sessions. Learning and development, also known as training, is the most popular activity to promote KT |
| F15 | The management is not actively encouraging knowledge transfer |
| F16 | Management does not participate and follow up on knowledge transfer initiatives |
| RSQ1: What are the challenges experienced in the transfer of knowledge in an organisation? | |

The implementation and success of KM requires management support through resources and political support (Frost, 2014). Similarly, inadequate management support can result in the failure of KM (Akhavan, Jafari & Fathian, 2005; Chua & Lam, 2005; Singh & Kant, 2008; Weber, 2007; Pettersson, 2009).

From the findings it is evident that although management is supporting knowledge transfer, they do not actively encourage and support knowledge transfer initiatives, hence the failure in implementing KM successfully. This finding answers RSQ1. Management's lack of encouragement and failure to follow up on KT is a challenge in transferring knowledge in the selected organisation.

5.5 Rewards and recognition

In the following section, the findings on rewarding and recognising employees for the efforts they make in transferring their knowledge within the selected organisation are discussed (see section 4.5.4). The findings are presented in Table 5.5.

Table 5.5: Findings on rewards and recognition

| Findings on rewards and recognition | |
|---|---|
| F17 | The organisation does not have a rewards and recognition system directed at knowledge transfer |
| F18 | There is no recognition system for transferring knowledge directly linked to KT, only for performance and productivity (deliverables) |
| F19 | The business management does not measure the value added through KT among the team members |
| RSQ1: What are the challenges experienced in the transfer of knowledge in an organisation? | |

The organisation does not have a rewards and recognition system directed at KT. The current rewards and recognition system is linked to individuals' performance and productivity. Also, the organisation does not measure the value added through KT. The participants are in agreement that a rewards and recognition system directed at KT would encourage individuals to participate in KT initiatives.

Literature confirms that reward programs can support activities relating to knowledge transfer (Al-Alawi, Al-Marzooqi & Mohammed, 2007; Alam, Abdullah, Ishak & Zain, 2009; O'Dell & Hubert, 2011; Jahani, Effendi & Ramayah, 2013). According to Jahani et al. (2013), the willingness to share tacit knowledge needs intrinsic rewards such as a sense of belonging and sharing common values, a sense of achievement and success, a sense of competence, a sense of usefulness, a sense of respect, and recognition more suitable to sharing tacit knowledge (Sajeve, 2014).

The findings confirm that the organisation does not have a rewards and recognition system directed at the transfer of knowledge. The current system that the organisation has is the extrinsic reward system which caters for the transfer of explicit knowledge (Lee & Ahn, 2007). This finding is relevant to RSQ1. The non-existence of a rewards and recognition system directed at the transfer of tacit knowledge is a challenge in transferring knowledge in the selected organisation.

5.6 Organisational structure

The findings on organisational structure as identified in section 4.5.5 are discussed next. The findings are presented in Table 5.6.

Table 5.6: Findings on organisational structure

| Findings on organisational structure | |
|---|---|
| F20 | The working relationship among the employees is generally good |
| F21 | The open plan environment and collaboration enable easy employee interaction and KT among themselves |
| F22 | Silos, key man risk, and poor management in some areas of the business hinder the transfer of knowledge |
| RSQ1: What are the challenges experienced in the transfer of knowledge in an organisation? | |

The working relationship among employees is generally good as a result of the open plan environment. Employees can easily interact and transfer knowledge among

themselves. However silos, key man risk in some areas, and poor involvement of management still hinder the transfer of knowledge.

Literature identifies organisational structure as an important factor for KM (Guptara, 1999; Lee & Choi, 2000; Davenport & Vopel, 2001; Singh & Kant, 2008; Wu et al., 2010; Tan, 2011; Yazdani et al., 2011). However, the complexity of the organisational structure can make KT and the effective management of KM initiatives difficult (Frost, 2014).

This category answers RSQ1. From the finding it can be concluded that organisational structure is not a challenge in the transfer of knowledge in the selected organisation.

5.7 Information technologies infrastructure

This section discusses findings on information technologies infrastructure (section 4.5.6). The findings are presented in Table 5.7.

Table 5.7: Findings on information technologies infrastructure

| Findings on information technologies infrastructure | |
|---|--|
| F23 | The organisation has existing technologies to encourage knowledge transfer |
| F24 | It is not clear if the existing technology is conducive enough for knowledge transfer |
| F25 | The existing technology is not adequately used because of a lack of training, different communication preferences, silos, bad experiences, and the Knowledge Centre (under construction) which is core technology for knowledge transfer |
| RSQ1: What are the challenges experienced in the transfer of knowledge in an organisation? | |
| RSQ2: How is the information and knowledge made available in an organisation? | |

The organisation has existing technology for KT. However, these technologies are not conducive to, and are inadequately used for KT. The adequate use technology is not possible due to lack of training, poor communication, working in silos, bad experiences, and the Knowledge Centre which is core technology for KT. Literature indicates infrastructure as a success factor in transferring knowledge (Altaher, 2010; Allameh, Zare & Davoodi, 2011; Heaidari et al., 2011; Yaghoubi & Maleki, 2012). Similarly, improper infrastructure is identified as a potential failure factor in transferring knowledge (Benassi, Bouquet & Cuel, 2002; Chua & Lam, 2005; Weber, 2007; Singh & Kant, 2008).

The findings for this theme answers RSQ1 and RSQ2. The organisation does have infrastructure in place for KT, including ARIS, Knowledge Centre, email, ShareDrive, and social media (SQ2). However, the challenge in the selected organisation (RSQ1) is the infrastructure not being conducive and used inadequately.

5.8 General remarks

In this section the findings identified in section 4.5.7 on general questions are discussed. The findings are presented in Table 5.8.

Table 5.8: Findings on general remarks

| Findings on general remarks | |
|--|--|
| F26 | The current knowledge transfer initiatives are not working as they should |
| F27 | There are opportunities to improve current knowledge transfer initiatives such as training, infrastructure, communication and quality of information, organisation strategy and organisational structure |
| F28 | Five hurdles were identified in transferring knowledge, namely: lack of time, lack of knowledge, poor attitude, difference in KT preferences, and hunger for power |
| F29 | There are five competencies that facilitate knowledge transfer, namely communication skills, enquiring minds, technical abilities, and being goal-oriented |
| F30 | The factors prevent people from participating in the process of transferring knowledge are competition, inadequate infrastructure, time, lack of structure, and poor management involvement |
| F31 | Shared files are the most preferred method of communication for knowledge transfer in the selected organisation |
| RSQ3: How can knowledge be transferred among employees? | |

The current knowledge transfer initiatives are not efficient; gaps have been identified in these initiatives. Among other factors, competition, inadequate infrastructure, time, lack of structure and poor management involvement are preventing employees from participating in the process of transferring knowledge. To improve the process of KT the organisation needs to improve the training, infrastructure, communication, quality of information, organisation strategy, and create KT structure (of which file sharing is a preferred communication method for KT).

Measuring competences ensures that organisations can create and manage the knowledge needed for their successful performance (Conchado, Carot & Bas, 2015). According to Martina, Hana and Jiri (2012), the most common competencies for KM are experience in leadership, communication skills, time flexibility, presentable behaviour and presentation skills, reliability and responsibility,

organisational skills, independence, self-confidence, dynamic with a proactive approach, negotiation skills, analytical skills, hardworking, goal-oriented, stress resistance, loyalty, creativity, accuracy, systems thinking, decision-making skills, willingness to learn, a sense of purpose and process-oriented.

Communication skills, enquiring minds, technical abilities, and being goal-oriented were identified as the competencies for KT in the selected organisation.

Riege (2005:23) identifies 36 barriers of KT, including lack of time, fear of losing power, low awareness and realisation of the value of knowledge, among others. Lack of time, inadequate infrastructure, poor attitudes, difference KT preferences, power, lack of structure, and poor involvement of management are identified as factors preventing KT in the selected organisation.

The questions asked in this section relate to RSQ3. Knowledge can be transferred in the organisation by addressing the hurdles and identified factors that prevent KT in the selected organisation. Communication has been mentioned several times, both as an issue and as an improvement opportunity.

5.9 Chapter summary

This chapter discussed the themes identified in literature and the findings that emerged from the participants' answers in an attempt to answer the research questions. It has been found that the participants view knowledge as a valuable asset in the organisation. However, there is a lack of understanding of what KM is and the concept is not clear. This is the first challenge that has been identified as a reason for unsuccessful or inefficient KT.

Secondly, it has been established that the current culture and relationships in the selected organisation are positive and conducive to KT. It is further evident that management supports the current knowledge transfer initiative although they are not actively encouraging and actively involved in the participation of employees in KT processes. This is another evident challenge imposed on the successful implementation of KM.

It has furthermore been found that the organisation has existing technology available that can be used to encourage KT. However, the technology is not conducive to KT and is not adequately used because of a lack of training, poor communication, silos, 'bad' experiences, and the Knowledge Centre that is still under construction. These are further challenges the organisation needs to address.

Finally, factors such as competition, inadequate infrastructure, time, lack of structure, and poor management involvement prevent people from participating in the process of KT. It is proposed that the organisation improves on training, infrastructure, communication and quality of information, organisation strategy and organisational structure in order for knowledge to be transferred among employees.

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter summarises the discussion presented in Chapter Five as well as the conclusion that can be derived from the collected and analysed data. It further presents recommendations for action, limitations of the study, and future studies.

The purpose of this study is indicated as exploring the dynamics of knowledge transfer with reference to communication strategies, tools, methods or systems for KT within an organisation. To reach this goal, it is important that the identified objectives of the study are met. The main research objective is formulated as identifying communication strategies and systems that could enable the transfer of knowledge between employees. Further objectives stated include identifying the factors affecting the transfer of knowledge within an organisation, examining the generational communication needs and preferences of both the givers and the receivers of knowledge and their impact on KT, and proposing a KT method that meets the needs of the organisation.

To meet the research objectives, a random sample of 15 employees in a selected organisation was interviewed to answer the following research questions:

Main RQ: What communication strategies, tools, methods and systems can a company implement to transfer knowledge between different interest groups and throughout the organisation?

RSQ1: What are the challenges experienced in the transfer of knowledge in an organisation?

RSQ2: How is the information and knowledge made available in an organisation?

RSQ3: How can knowledge be transferred among employees?

The conclusion looks at whether the research questions were answered.

6.2 Conclusion

The first step in answering the research questions was to view the literature relating to KM in the financial services industry (Chapter 2). Among many other factors identified in literature, there were six success factors selected for KT. These factors are: (i) awareness and understanding of KM; (ii) organisational culture; (iii) management support and involvement; (iv) rewards and recognition;

(v)organisational structure; and (vi) information technologies infrastructure. The interview guide was designed based on the success factors, containing a total of 30 questions (Appendix B) . The findings based on the interview questions are summarised in the next section.

6.2.1 Summary of research findings

The first questions asked to the participants are related to the first success factor, namely the levels of awareness and understanding of KM (section 4.5.1). The collected data were analysed and it was found that the employees at the selected organisation recognise knowledge as a valuable asset and that the quality and availability of knowledge can help them perform better in their duties. However, the understanding of what KM is about is not common to everyone and the concept of KM is not clear in all departments in the organisation. The lack of understanding of KM has resulted in poor employee participation in terms of transferring their knowledge.

Secondly, the participants were asked questions relating to the organisational culture. From the participants' responses in section 4.5.2 it was found that the current organisational culture supports KT and the employees are supportive, collaborative, and ready to transfer their knowledge. The participants revealed that the culture in the selected organisation is based on mutual trust. It is therefore evident that the size of the organisation has created a strong culture among employees. Furthermore, it was found that the organisation implemented initiatives such as the Knowledge Centre, ARIS, communication, learning and development, and discussion forums to encourage KT.

The third success factor is the support and involvement of management. The interviews revealed that the management of the selected organisation supports knowledge transfer initiatives. However, the management does not actively encourage the participation of employees in the KT initiatives and they also do not participate and follow up on these initiatives (section 4.5.3).

The participants were further asked questions relating to rewards and recognition, the fourth success factor. From the participants' responses in section 4.5.4 it is clear that the organisation does not have any rewards and recognition systems directed at KT and that the management does not measure the value added through KT.

The participants were furthermore asked questions relating to organisational structure. It has been found that the working relationship among the employees is

generally good (section 4.5.5). The open plan environment has created strong relationships throughout the organisation.

The sixth success factor is information technologies infrastructure. From the participants' responses (section 4.5.6) it has been found that the organisation does have existing technology to encourage KT. However, the technology is not sufficiently conducive to KT and is not adequately used because of a lack of training, poor communication, silos, bad experiences, and it was stated that the main knowledge transfer infrastructure (Knowledge Centre) is still under construction and not yet available for use.

Finally, the participants were asked general questions relating to KT. In section 4.5.7 it is been confirmed that the current knowledge transfer initiatives are not working due to a lack of time, inadequate infrastructure, "poor" attitudes from employees, different KT preferences, and power. The participants further identified training, infrastructure, communication, quality of information, and organisational strategy and structure as opportunities to improve the current knowledge transfer initiatives. Moreover, the participants confirmed that they prefer shared files as a communication method for KT.

It can be concluded that the research findings highlight factors the organisation can consider when implementing KM.

6.2.2 Concluding remarks

Based on the findings, the purpose of the research was accomplished by answering the research questions indicated in section 1.6.

The first sub-research question (SRQ1) is concerned with the challenges facing the organisation in transferring knowledge. The first challenge identified is the lack of understanding of KM and KT in the selected organisation, hence the poor participation of employees in transferring knowledge. The second challenge identified is lack of encouragement, participation, and follow-up from the organisation's management on KT. The third challenge is the non-existence of any rewards and recognition systems directed at the transfer of knowledge.

The second sub-research question (SRQ2) focuses on how information and knowledge are made available in the selected organisation. It was found that the organisation does have infrastructure in place for KT. Among others, the infrastructure includes ARIS, the Knowledge Centre, email, ShareDrive and social

media. However, the challenge is that the infrastructure is not conducive to KT and is not adequately used by the employees.

The last sub-research question (SRQ3) determines how knowledge can be transferred among employees. The researcher looked at the ways in which knowledge can be transferred among employees. The participants highlighted factors preventing the transfer of knowledge and the improvement opportunities for KT. It was found that employees do not transfer knowledge due to a lack of time, inadequate infrastructure, “bad” attitudes from employees, different KT preferences, and power. The participants further proposed that the organisation improve training, infrastructure, communication, quality of information, and organisational strategy and structure for KT.

The main research question of this study focuses on what communication strategies, tools, methods and systems a company can implement to transfer knowledge between different interest groups and throughout the organisation. This question is answered in the recommendations section below.

6.3 Recommendations

Provided in this section are the recommendations the selected organisation could implement for KT. The aim of this section is to answer the main research question identified in Chapter One (section 1.6).

6.3.1 Recommendation 1

The first identified challenge the organisation faces in transferring knowledge is the lack of awareness and understanding of KM. To transfer knowledge successfully in the organisation, it is important for both the management and the employees to understand what KM is all about. It is therefore advised that the organisation invests time to determine what knowledge means in the organisation and how the concept should be applied in practice.

6.3.2 Recommendation 2

The second identified challenge is the lack of participation and follow-ups by management on knowledge transfer initiatives. The management should be involved, actively participate and follow up on knowledge transfer initiatives to encourage employee involvement.

6.3.3 Recommendation 3

The third identified challenge is that the organisation does not have a rewards and recognition system for KT. The participants suggested that a rewards and recognition system directed at KT could encourage employees to participate in KT initiatives. It is therefore suggested that the organisation implements a rewards and recognition system for KT.

6.3.4 Recommendation 4

It was further identified that the current organisational infrastructure is not conducive to KT and the employees are not adequately using the infrastructure for knowledge. Among other reasons, the participants stated that they do not use these systems because of the poor quality of information in these systems, lack of training on how to use the infrastructure, bad experiences, and different communication preferences. In future, to encourage employees to participate in knowledge transfer initiatives, the organisation can ensure that all employees undergo sufficient training on how to use the available infrastructure and that the infrastructure contains relevant information. Furthermore, the organisation can look into the employees' preference and find a common preference infrastructure for KT in the organisation to care for the needs of all employees.

The organisation can implement the four recommendations in order to transfer knowledge between different interest groups and throughout the organisation.

6.4 Limitations

The study was limited by the relatively small number of participants. The validity of the findings could have been strengthened by a larger number of participants. The number of participants was limited due to the scope of the dissertation, the time, and the availability of people for interviews due to their busy schedules and commitments.

The research was also limited to one organisation in one industry. Again, the study could only cover one organisation due to the limited time and the scope of a Master's study. The results can therefore not be generalised to other industries or other organisations in the same industry.

Furthermore, the research was conducted in Cape Town, Western Cape. The results can therefore not be applied to the entire country, but only to one organisation in the financial services industry in Cape Town.

6.5 Future studies

Future studies can validate the findings of this research by expanding the research sample with more participants and more organisations within the financial services industry.

Four objectives were identified in this study, namely: i) to identify communication strategies and systems that could enable the transfer of knowledge between employees; ii) to identify the factors affecting the transfer of knowledge within an organisation; iii) to examine the generational communication needs and preferences of both the givers and the receivers of knowledge and their impact on knowledge transfer; and iv) to propose a knowledge transfer method that meets the needs of the organisation. Of these four objectives, the study explored intensely the factors affecting the transfer of knowledge between employees. Future studies can look further into communication strategies and systems for knowledge, explore generational communication needs and preferences, and propose a communication method for knowledge transfer.

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APPENDIX A: INTERVIEW CONSENT FORM



August 2015

Masters in Business Information Systems

Graduate Centre for management

COMMUNICATION METHODS AND INTERNAL SYSTEMS FOR THE TRANSFER OF KNOWLEDGE IN A FINANCIAL SERVICE PROVIDER IN THE WESTERN CAPE, SOUTH AFRICA

Dear Sir / madam,

I am currently conducting research for a part-time Masters programme at the Faculty of Business and Management Sciences at the Cape Peninsula University of Technology and would appreciate your participation in order to complete the study. Below is the summary of what the research entails:

Knowledge Management (KM) is an identified key role player in assisting organisations to accomplish their desired goals and objectives by managing the knowledge embedded in systems and within individuals. Furthermore, KM considers the use of advanced technology for enhancing existing knowledge, creating new knowledge and transferring knowledge. However, the process of managing knowledge cannot be successful without proper communication. When this knowledge and expertise are not transferred the organisation is faced with a loss of intellectual capital as employees enter and leave organisations with knowledge and expertise. It is therefore critical to know who knows what, who needs to know what and how, to transfer the knowledge throughout the organisations.

Hence, the research aims at exploring the dynamics of knowledge transfer with reference to communication strategies, tools, methods and system for knowledge transfer within a financial institution. The focus will be on communication strategies, tools, methods and systems that the company can implement in order transfer knowledge between different parts of the organisation and its interest groups. The research philosophy is that of a subjectivist and interpretivist stance with a descriptive research approach. The research approach that will be used will include the collection of qualitative data through non-probability, purposive sampling method. The data are to be collected using semi-structured questionnaires and will be analysed using descriptive data analysis techniques.

To render the study ethical, the rights to self-determination, anonymity, confidentiality, and informed consent and ethics as prescribed by the university will be observed. The research study will help the selected company improve its communication strategies and systems for knowledge transfer. The study is expected to identify the specific communication strategies, tools, methods and systems that are preferred in a specific organisation and for specific

groups of employees who have different attitudes and their preferences when transferring knowledge.

Participant Confidentiality

All information of the participant as well as data given will be treated as confidential. The data will be under strict security and not available to anyone but the researcher and supervisor.

Questions about this Study and Participation

You are welcome to direct any questions about the procedure or participation in this case study to the Graduate Centre for Management at the Cape Peninsula University of Technology, or the researchers listed at the end of this consent form.

Participant's Name and Surname

____/ ____ / 2015
Date

Participant's Signature

Participant's Organisation

Researcher Contact Information

Kanyisa Sofute

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APPENDIX B: QUESTIONNAIRE FOR INTERVIEWS



SEMI-STRUCTURED-QUESTIONNAIRES

Interview schedule:

Introductory remarks: Knowledge Management (KM) is a key role player in assisting organisations to accomplish their desired goals and objectives by managing the knowledge embedded in systems and within individuals. When this knowledge and expertise are not transferred the organisation is faced with a loss of intellectual capital as employees enter and leave organisations with knowledge and expertise. This study will be looking at the communication strategies, tools, methods and/or systems that the selected company can implement to transfer knowledge between different parts of the organisation and its interest groups.

The aim: The aim of the study is to explore the dynamics of knowledge transfer with reference to communication strategies, tools, methods and/or systems for knowledge transfer within the select organisation.

We are kindly requesting answers to the questions listed below in your good faith. Your answers will be used specifically for this study purposes only and they will be treated with the highest degree of confidentiality and privacy. Also participation in this interview is voluntary and allows anonymity as well as autonomy.

SECTION A: PARTICIPANT'S DETAILS

| | |
|-----------------|-------------------|
| Name: _____ | Date: _____ |
| surname: _____ | |
| Position: _____ | Contact No: _____ |

SECTION B: QUESTIONS

SECTION 1: CURRENT LEVEL OF AWARENESS AND UNDERSTANDING OF KM

- Question 1: What is your understanding of knowledge management?
- Question 2: Is the concept of KM clear to you and your cluster? (Please elaborate)
- Question 3: Do you think Knowledge as a form of expertise and competence is a valuable asset in your business unit? (Please elaborate)
- Question 4: Do you think that the quality and availability of knowledge can help individuals to perform their duties effectively? (Please elaborate)
- Question 5: What is your understanding of knowledge transfer?
- Question 6: Is the concept of knowledge transfer clear to you and your cluster or is it similar to information sharing? (Please elaborate)

SECTION 2: ORGANISATIONAL CULTURE

- Question 1: Do you think that current organisational culture supports or promotes knowledge transfer? (Please elaborate)
- Question 2: Do you think knowledge transfer is more your manager's initiative or an organisation-wide idea?
- Question 3: Do you see some changes regarding knowledge transfer support and initiatives in the last few years (employees who have being longer in the organisation)?
- Question 4: What are the factors that facilitate knowledge transfer in your team?
- Question 5: Is the culture of your team based on mutual trust between team members?
- Question 6: Would you say team members are supportive, collaborative among themselves, and are they ready to share knowledge with others? (Please elaborate)

SECTION 3: MANAGEMENT SUPPORT AND INVOLVEMENT

- Question 1: Do senior management support knowledge transfer initiatives? Please elaborate how? (Through budget, headcount, and metrics)
- Question 2: Has there being any recent activities conducted by senior management to promote knowledge transfer within the department?

Question 3: Do you think that senior management are actively encouraging knowledge transfer in the business?

Question 4: Do senior management participate and follow up on knowledge transfer sessions held?

SECTION 4: REWARD & RECOGNITION

Question 1: Is knowledge transfer part of any recognition system, reward, etc.? Which one?

Question 2: Do you feel that you are recognised for the effort you put into transferring your knowledge?

Question 3: How does the business management recognise the value added through knowledge transfer among the team members?

SECTION 5: ORGANISATIONAL STRUCTURE

Question 1: How do you perceive the working relationship between employees?

Question 2: How does organisational structure impact knowledge transfer within the business units?

SECTION 6: INFORMATION TECHNOLOGIES INFRASTRUCTURE

Question 1: Is there existing technology in place to encourage knowledge transfer initiatives?

Question 2: Do you think the current technology that the business has is conducive to encouraging knowledge transfer participation?

Question 3: In your personal opinion, do you feel that adequate use is made of technology to facilitate the knowledge transfer initiative?

SECTION 7: CLOSING QUESTIONS

Question 1: How well do you think the current knowledge transfer initiatives are working?

Question 2: Are there improvement opportunities you see in the current process? (please elaborate)

Question 3: What is the biggest hurdle in effective knowledge transfer in your team?

Question 4: What do you consider to be the main competences that facilitate knowledge transfer?

Question 5: What are the top three factors that you think prevent people from participation in the process of knowledge transfer?

Question 6: Which communication methods used by the company do you prefer for knowledge transfer?

| | | | | | | | |
|----------|----------------------|-----------------|----------------------|--------------|----------------------|--------------------|----------------------|
| Email | <input type="text"/> | written reports | <input type="text"/> | Newsletter | <input type="text"/> | Compulsory meeting | <input type="text"/> |
| Intranet | <input type="text"/> | Libraries | <input type="text"/> | Shared files | <input type="text"/> | Voluntary meeting | <input type="text"/> |
| Others | <input type="text"/> | | | | | | |

Thank you for your participation.

APPENDIX C: PERMISSION LETTER



01 September 2015

Dear Sir / Madam

This letter serves to confirm that Kanyisa Sofute (student number: 214088731) has been granted permission to conduct her research within Nedbank Limited as part of completion of a Masters degree in Business Information Systems at the Cape Peninsula University of Technology.

The objective of this study is to explore the dynamics of knowledge transfer with reference to communication strategies, tools, methods and system for knowledge transfer within a Financial Service Provider in the Western Cape, South Africa.

The research may only be conducted under the following conditions:

- Nedbank Limited and/or any of its subsidiaries are not disclosed in the research in any form,
- All individual participation in the interview process is considered voluntary,
- All individual participants being interviewed have provided written formal consent before the interview,
- The identity of the all participants being interviewed will not be disclosed in any form and anonymity must guaranteed,
- A copy of the final report must be made available to Nedbank Limited if requested,
- The Faculty of Business Research Ethics Committee at the Cape Peninsula University of Technology will ensure that the report, if published, will include the conditions set out above.

I trust that the above is sufficient

Yours sincerely,

A handwritten signature in blue ink, appearing to read "Catherine Sevenoaks".

Catherine Sevenoaks Catherine Sevenoaks

Chief Operating Officer: Asset Management

Nedgroup Investments Proprietary Limited (Company registration number 1996/017075/07)
Incorporating Nedgroup Collective Investments (RF) Proprietary Limited (Company registration number 1997/001569/07)
Nedgroup Investment Advisors Proprietary Limited (Company registration number 1998/017581/07) an authorised Financial Services Provider (FSP licence number 1652)
Sponsor of the Nedgroup Investments Retirement Funds

APPENDIX D: ETHICS CLEARANCE



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Symphony Road Bellville 7535

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| Office of the Chairperson Research Ethics Committee | Faculty: BUSINESS |
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At a meeting of the Research Ethics Committee on 16 September 2015, Ethics Approval was granted to SOFUTE, KHANYISA (214088731) for research activities

Related to the MTech/DTech: MTech: BUSINESS INFORMATION SYSTEMS
at the Cape Peninsula University of Technology

| | |
|-------------------------------|---|
| Title of dissertation/thesis: | Title of Project Communication methods and internal systems for the transfer of knowledge in a financial service provider in the Western Cape, South Africa Supervisor: Dr A De La Harpe |
|-------------------------------|---|

Comments:

Decision: APPROVED

| | |
|---|---|
| <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/> Signed: Chairperson: Research Ethics Committee | 16 September 2015 <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/> Date |
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| <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signed: Chairperson: Faculty Research Committee | <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Date |
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APPENDIX E: INTERVIEW RESPONSES

PARTICIPANT 1

Background info

Age group: 25-34, Gender: Female, Less than a year

Current level of awareness and understanding of KM

1. Made a few notes – KM the proper and efficient handling of information, knowledge resources that we have in the organisation and how gather that information and make it available to all the people within the organisation.
2. I would say it is clear..... to everyone... but as you said when you started that it is such a broader concept. But from my point of view I would say it is clear.
3. Yes.. ah it is. Because everyone should have access to the knowledge. As each person within the organisation people they bring, even starting as a new person you bring a wealth with you to the organisation and I think people that have been working here for a while; people as well, that experience that they have gain over the years is also valuable. So yes, everyone should have access to knowledge within the organisation.
4. Most definitely yes.... Follow up question? In your department is the – at the moment we have on hdrive where everyone just puts information and their knowledge on there and we have access to that knowledge. There is a lot of information on there, which sometimes it can get overwhelming to you when you go and get the information. But I feel there is a space where we get this information and knowledge that we do need.
5. I would say its knowledge being transferred from one person to another, or from one system to another, or one business unit to another.
6. [Pause...clarifies the question...] I would say in sense it is clear... ah...ja... from being someone who has been here for less than a year I am still highly getting knowledge from people and from their experiences... I would say in a sense it clear... This organisation is quite big and has structures in place, so I do feel if I DO have ideas. I can voice my ideas and experience but as I said there are already structures and things in place... and the company and the way we do things is driven by legislation and I can give idea and what I have learnt from my previous company and I do feel if I make a suggestion it's being heard.

Organisational culture

1. I do think so...again I am speaking from [the] point of someone who is new in the company. Most of my reference will be from my experience. I do think it supports and promotes knowledge transfer; it's only to the advantage of the company and of management to be supportive.
2. Definitely... organisation-wide.
3. Skip question does not apply.

4. The industry is changing every day, its constantly changing and I think the external factors is what is driving and pushing the internal transfer of knowledge. We are going on training session to gain knowledge on what is happening in the industry. Its training, word of mouth and our own experiences that we have.
5. Yes.
6. Definitely; again my experience most of what I know it's because of the people in my team and in our unit by just asking them for assistance. I mean, the volumes are quite high that you don't always have time to just click a button to go do research so they very collaborative, you can just ask what is their knowledge on a specific topic.

Management support and Involvement

1. I think they are; it's only to their benefit to be supportive of it. You want to strive for your team to excel. I would say they are support[ive]. e.g. from the management's point of view they would constantly or regularly sent communication to the team just to give heads up on new knowledge, new data and ask us to look at new things.
2. Yhooo... there are so many changes that are happening in our department. They have been sending us on regular training; I would say that is a form of knowledge transfer.
3. Yes.

Rewards and recognition

1. Not explicitly, no.
2. No. I haven't even seen other colleagues recognised.
3. No, there is nothing, AND I think there should be something in place.

Organisational structure

1. I would say it's quite positive. People are quite open and friendly and very professional.
2. I would say there is a quite open relationship between people in the organisation. I can go to any department and ask for information. You feel comfortable to go and ask for information.

Information Technologies Infrastructure

1. I wouldn't say... besides the hard drive, silica thick... I am not sure if you are referring to those. In that case there is quite a few.
2. I don't think so.
3. I think there is room for improvement. If I look at the people that have been with the organisation for many years, maybe a forum where they can share their knowledge and experience with staff... where it can be measured or looked at and something might come out of it... as a person that is fairly knew there is so much that I can learn from someone who has been here for many years. I think once again because there is such a lot of information with the system, people are not actively accessing this information.

Closing questions

1. No one is complaining. It should be working. I think this study will open up people's mind on KM and KT. Maybe a year people will start speaking about it and if there is a need for it. Yes it was easy to obtain information when I started.
2. There is always room for improvement. I would say a lot of information on the systems is dating 2010 and prior; maybe if we can have training session where we are told where exactly to get the information we need instead of going to the folders and searching for information. Training on how to effectively use these systems would help.
3. No. It's just time management. Do you have time to dig through all of this information?
4. Have a platform available where people can transfer the knowledge, make it available. Something simple and easy to access.
5. If it looks complicated people will shy away from any system. People not recognising the value of their information or knowledge.
6. Compulsory meeting, intranet, shared files and maybe emails.

PARTICIPANT 2

Background info

Age group: 25-34, Gender: Male, Working for less than a year

Awareness and understanding of KM

1. How individuals and as a business people share knowledge and how its managed between individuals and teams.
2. I think they would but not the term. If are to explain it they would know. I also did not know the concept until I researched.
3. Yes, working with the systems that we have, especially if you are a new person and you will pick up on how other people work, on their knowledge. You are then able to work efficiently.
4. Yes. The more knowledge you have on how the business and systems work, the more efficient you work.
5. As an individual especially starting in the company when people tell me new information, that is information transfer. Passing on knowledge from one person to another.
6. Again, asking people about the concept they wouldn't understand but if you are to ask them if they have helped someone gain knowledge... they would be able to understand.

Organisational culture

1. Yes, our office is an open plan. Everyone can speak to anyone. It's easy to communicate with each other.
2. It's an organisation-wide idea. The transfer of knowledge from management to the smallest man will give the business an advantage as everyone will know the business goals or where we are going as business.
3. I am not sure if I can answer. But I would say that the communication is good.

4. If you are new person, you strive to be the best. So you would go around ask people on how to do things.
5. Yes.
6. Yes, they are always willing to help.

Management involvement and support

1. I would say yes, if you go to the team leaders they are willing to help and will always refer you to someone who can assist.
2. I would say yes. Recently we had a feedback session for an example which gave us an insight to where the business is going.
3. I would say yes. We are always made aware of new initiative. I think it's more of an expectation to help. Even with new people they would ask and we have to provide info.
4. I would say yes though not frequently. But they would always ask if we are aware of the changes.

Rewards and recognition

1. Not that I know of.
2. No... because my knowledge transfer is not seen much by management. It's between us individual[s]. I don't expect to be rewarded though because I believe its part of my job.
3.

Organisational structure

1. There is a good relationship because of the open plan.
2. With the open plan knowledge is easy transferrable. I can easy go to another department and ask for information.

Infrastructure

1. Email and training session are the best forms currently used.
2. Email is as conducive as one can decide to use or not to. But training is well conducive.
3. I would say yes.... kind of.

Closing

1. I would say very well. As I said the way the knowledge is communicated from top management is well.
2. I would say we could use more training and even small group when there are changes.
3. Different people work in different ways. So there is a problem of preference.
4. Striving to become the best... working towards our 2020 goals.
5. Trust issues. Dependent on the personality, e.g. introverts don't find it easy to talk to people... but in our department you're kinda forced to share your knowledge.
6. Emails, voluntary meetings.

PARTICIPANT 3

Background information

Age group: 44, Gender: Female, Years working for the organisation: 12 years

Level of awareness and understanding of KM

1. Two main things - Is about standardising the storage of factual data points that is important to the company and making sure that they are stored effectively and that there [are] version controls and there is an audit trail on data point. Secondly, it's not so much about the data but the intrinsic knowledge in the organisation. Its things like decision making, and why we do things, our understanding of our history and path and where and how we came to where we are. Their aspect of KM is in the hearts and minds of people who have been in the organisation for a long time. Also often it's sitting in personal share space or project folder and I think KM is about putting in centralised managed space that has structures in place that allows us to access it and interrogate the organisational knowledge.
2. I would say absolutely not. The OPS management team has had some discussion around it. It's a concept that we only starting to grasp over the past year or two years ago. I don't think it's a clear concept. I would say the importance of it is known but the how and what it means and the operationalisation of it is only theoretical. I don't think there is any real understanding of KM and the importance thereof at the ground roots level of our organisation. The shared directory is an example of that because there is no standardisation in storage, no version control, no easy access, no search for keywords and the way the data are stored you would see that there is no clear understanding of the concept.
3. Absolutely. Our unit can implement its role without the understanding of our history. Everything we do if we don't have the knowledge of why we make calls, how we got here, we can't do the jobs. Everything we do even a simple thing like changing the forms, if you don't understand why the field, why put into form, if you don't have the knowledge of what drove that, and what were the key reasons, the objectives and rational, you could come with another change which could mess the business. I think in my area particularly KM is absolutely critical. I do not think we do it very well. Also in terms of audit trails, auditors can ask about decisions that were made 3 years ago, who was involved and the rational but because we do not have a centralised spot you go scramble in your email, your hard drive folder or maybe I would thumb suck some information because I was around that time...

There is not place that store historical information. I normally run a course with my new staff where I run through the dynamics of our major systems, our products, portfolios, fee structure, segmentation, but it's not institutionalised. I don't even have presentations; I just rock up in a meeting room and speak very quickly for two hours and speak about the company. I think that is the only way they would know about our history. Apart from our induction which doesn't really deal about that. I don't think I have been in a position where I have effectively transferred knowledge in the organisation. I think this way is effective in a way because of key individuals that retain the knowledge. If you look at any project or change we implement, there maybe 3 or 4 people that will have to check how the change impacts our history, do a 360 impact. A lot of new people wouldn't have that knowledge; they are not

receiving that knowledge. I think there is a key man risk. There is a significant gap when specific individuals are not here who know the history of the business.

4. For a long time the business, the journey, what was driving the business, in 2004 was amalgamating, the focus was just mainly on getting it done, working on the business and making it done. I think when your mind set is like that you just focus on getting things and you relying on certain individuals. In that frame of mind KM was never considered; it was just a group of dedicated people getting things done. I think over time when we started to recognise the concept; in 2014 the structure in place did not really take time to do the knowledge transfer. In order to transfer knowledge you need to have someone who has the time to share and someone who has the time to learn. I don't think that the pace we have been running at has given us that. However, I think there is knowledge transfer in individual projects which I don't think it's historical, proper knowledge transfer; it's about a specific thing in a point in time. It does not give the context, framework, ideology behind some of the decisions; you don't go back to basic foundation of how and why we are doing certain things. I think it's a very tricky thing because you have people who has the knowledge doing a lot of the work; it's impossible to step them out a little bit to transfer knowledge and you can't really leave to a training division to transfer this kind of knowledge, but it would take a lot of time to transfer institutional knowledge effectively.

Organisational culture

1. The organisational culture is very focused on learning and development. Which I think is very different from knowledge transfer and these shouldn't be confused. I don't think the organisation culture supports KT.
2. Currently it's [name deleted] and [name deleted] initiative. They are the ones who understand the frustration. And the other thing that is driving it is the frustration of inaccurate data. What sparked KM and [the] Knowledge Centre was not the ideology of it being a competitive advantage but rather having incorrect information and centralising it. And I don't think outside OPS people know about it; even with OPS we know it's important but we don't know how to do it hence we do not do it.
3. We have put Knowledge Centre as a key focus area. There has been work with outsourced companies, we just struggling to find the resource that has the necessary skills to run it.
4. KT happens in an informal level in project meetings. You have to explain for any project why and how you [are] doing it. When handing over projects I explain [the] step[s] taken to arrive to a certain point.
5. The culture is based on mutual trust. Team members feel open to ask, and challenge things. In nature project managers have an enquiring mind.
6. Project managers love to share and learn staff, so yes.

Senior management involvement and support

1. The only real KT initiative is the Client Service curriculum and Induction, which I don't think are supported.
2. I can't think of any formal initiatives.
3. No.

4. No. It's hard to tell. I have never followed up on a new starter on induction. We only hear about the curriculum on calibration, how the curriculum is rolling out, but I have applied my mind on it and I don't think other people do. I think the follow-ups are not done because it's the least of their priorities.

Rewards and recognition

1. There has not been any recognition for KT in the past. I feel it's not really reward worthy. It's not a focus but there are opportunities in our rewards and recognition system to recognise those individuals. I thought I should shift roles and be a little personal library where people can obtain information as I spend a lot of time sharing knowledge. I think it is a way to go, to take a person that has a lot of know-how and give them a role to share their knowledge. However, this is a huge man risk in case that person leaves the organisation.

Organisational structure

1. I think that we have a good working relationship; it's quite a friendly, open plan environment. I think the trickiness is always the tension between individual personal performance and job and holistic organisational growth and understanding. There is a tension of whether you want to know more or just what applies to me. Generally we have a great relationship.
2. One of the issues is that a few key individuals are working on all the changes and they know everything that is going on. We do not rotate out by having different people seconded to a project. You are building key man risk as those individuals obtain a lot of knowledge.

Infrastructure

1. No.
2. No.
3. No – we all have our silo systems (PST folders, share drivers). The only system that we have for knowledge transfer is the shared drive... but how many people access the shared drive? The intranet on the other hand is an abomination that is just not updated.

Closing questions

1. No initiatives.
2. Quick win improvements – centralise[d] factual knowledge.
3. Documentation – having material to support knowledge transfer – something to refer back to, decision logs, would help share the journey.
4. Somebody who wants to empower other people. Not being used as a weapon or a competitive drive. It has to be part of our DNA. You need to have material and verbal communication skills. Be able to instil what is important and not load lots of information; people will switch off.
5. Use of knowledge as a competitive advantage – the ideology is outdated. Not realising and considering the importance of what they know. Fear of being challenged and personal speaking.
6. Compulsory meetings preference.

PARTICIPANT 4

Background info

Age group: 35-44, Gender: Female, 6 months

Levels of awareness and understanding

1. KM is managing in-house information that the business has, the information in their systems, from their suppliers and what people bring in the organisation and retaining it.
2. I think it's clear but one of those that kind of lost bits of information people know about but just forget about it. It's not something we hold on to and do random check[s] of whether we have transferred knowledge.
3. Definitely yes, it is a value.
4. Definitely. Even coming in as new person there isn't that available, which means you have to recreate or dig in and that could lead to missing information.
5. It's exactly that. Transferring knowledge between people. Should I leave, have I transferred everything I have gained, learned, experienced over to a new person? And also transfer via system, is it available on the system, is it easy to hand over and say there is all the documentation. As the person that started I would not say the process is efficient. The governance around KT is not in place.

Organisational culture

1. The culture does promote knowledge transfer but still in the immature stages. It has not developed to a nice rich knowledge base; there is a lot that can still be done. But the understanding is there, it's just now the development of the concept.
2. It's an organisation-wide idea.
3. Fairly new.
4. There not any factors in place yet. It's still new.
5. Yes.
6. Uhm, Yes. Though it's still very young and undefined. It is there, it's just not a process affirming that e.g. day 1 you get a welcome and told what we do.... Did not go through the induction stage.

Management support and involvement

1. It's a difficult one. I know it's there; I have just not experienced it.
2. No.
3. No.

Rewards and recognition

1. I do not know.
2. I think it's a short period. I can't really say.
3. ...

Organisational structure

1. It's a very comfortable relationship. Its easy going. You do not feel the levels between people.
2. It should be; I just haven't seen it.

Infrastructure

1. Yes there is. The platform is there. E.g. ShareDrive.
2. Yes, ShareDrive is there; it's easy enough to store information.
3. No. I think there could be further development on the people's side and guidance on where to go to look for things.

Closing

1. They are little immature at the moment and if people had a more time, they would work quite nicely.
2. Yes. Growth, developing the people and guiding them on where to go.
3. Way to go to find information. Clear paths on ShareDrive, clear directions from people. Directories indexed correctly. History on projects; there is nowhere to find history on projects and it takes time.
4. Uhm, shoo, I didn't know. I think the biggest thing is governance and commitment from people to go and load the information would make things a lot easier for others.
5. Direction, new people are often scared to ask, so the direction would help.
6. The libraries are preferred. A clear obvious place to go to.

PARTICIPANT 5

Background info

Age group: 25-34, Gender: Male, Working for 8 years

Level of awareness and understanding of KM

1. I do not know if I understand the term KM. It does not make professional sense. I only know it from [name deleted]. I didn't know it existed before that. From that I assume that knowledge management is keeping custody of proprietary data. So everything should be flowing through one person.
2. No.
3. We are a knowledge based team, especially the finance team. But it's not information you can put into a database. It's a know-how which is part of your requirements. E.g. tax acts and accounting rules.
4. Yes definitely. That's internal training stuff. If you do internal training properly you have competent individuals.
5. Hand over – handing over of jobs.
6. No.

Organisational culture

1. No. I don't think so. The company does not encourage it. The big thing is job protection, job cross-functional upskilling; we still operate very much in silos. There is not a huge amount of cross functioning. But I don't think there would be a fuss should someone wish to sit with someone else for a day.... I don't think the concept is that clear. The Knowledge Centre is like they are disempowering individuals to hold knowledge but the systems to hold knowledge. They are looking for system derived knowledge. They are not fully aware of the concept.
2. Its organisation-wide. As a manager I wouldn't go around telling people, explaining knowledge management, they have to understand themselves.
3. Definitely. Looking from when I joined we were still a very small business. And everyone had their own areas [of] specialisation but now as we growing as a business; it's become more apparent that you cannot have a key person, its risk. The progress from 2014 – [name deleted] project is purely systems based knowledge management. It's like a Knowledge Centre with factsheets, fund classes and channels etc.... for someone who poses questions on NGL, technical questions, they can access on the Knowledge Centre, but for practical questions, e.g. tax questions, they would have to come to Finance as the info will be available on the Knowledge Centre.
4. Open office environment.
5. Definitely.
6. Yes they are.

Management support and involvement

1. Ja... I think they do in principle but do drive it. It's not up to them to drive it but to an individual. E.g. Job shadowing if some came and say they would like to shadow someone for a certain period of time I don't think they would be adverse to that, but no one would see down and say you need to acquire knowledge you must go and see with person and acquire knowledge. Senior management is not really aware of what people do on daily basis. Not aware of the initiatives... no proper initiative to share knowledge.
2. [Name deleted] is an example of the recent activity but it was his proposal. There are no standard initiatives, though.
3. No, not active. They do not go out there. [Name deleted] facilitates the learning and development initials and would identify skill shortages. However, individuals need to drive this approach as well.

Reward and recognition

1. No... but may affect your performance in absence.
2. You are, by your peers... I do not know if I am recognised though but I just answer questions when people ask.
3. It's a risk mitigation process. To say on the manco side of things.... In finance we have 5 people doing different task[s]...people have job specific, things to do... when one is on leave it becomes a problem. You have to facilitate the process in their absence; someone needs to fill in the gap.

Organisational structure

1. It's good. I am not sure of client services since they are isolated. I don't think anyone has issues getting along with other people which make it easy to transfer knowledge.
2. It's all needs base – KT. If there is a specific project running, that specific person involved will gain knowledge. Also frequently because our offices are an open plan it's easy to pick up when people talk about certain things. You would know what is going on.

Infrastructure

1. No. For me knowledge transfer is like a proactive thing. E.g. specifically in finance we are a problem solving team. You need someone who can solve problems. There is no process doc or you can't go to the person and say this is how we solve the problem. A person has to think on how to solve that specific problem. So it's difficult to systemise our processes. With our systems like SAP you just transfer the functionalities from one person to the other and then it's straight forward.
2. Do you know that we have an E&B system, a SharePoint website which I have not accessed it in 5 years? But I think the sales team uses it. Actually that's a good point. The investment team and marketing would do the fund factsheets and place it on the system. Then the sales team would access it there. It's a document management system; it's not a KMS but I suppose it can be used, it's SharePoint. But again KT is needs driven. I am not going to go and search; it's like tap talks, I don't just go and listen to random tap talks, but if it's interesting (the topic is interesting) or trending videos, I would go and listen. Same here would apply here with any shared services, you need to facilitate the need or the person needs to have the need.
3. No... I don't. I haven't logged in 5 years' time for an example in one system. I couldn't find what I wanted because there was no proper filing system. I tried to find something but I can't even remember the filing system they had. I needed [a] proper search functionality like google. I find ARIS completely useless. ARIS is too boring. I find ARIS too vague; it's not easy to follow those blocks.

Closing

1. There are no real initiatives running.
2. Ja, maybe having [name deleted] update session; it could be a form of knowledge transfer. Feedback sessions.
3. Time is the biggest hurdle. If someone wants to know something it will have to be after hours. Even with these feedback sessions I suggested time would be the problem.
4. Enquiring mind. A person would have to want to learn. You can't force them to learn.
5. People do not have time. People are scared to ask, maybe.
6. Newsletter – a nice one and voluntary meetings.

PARTICIPANT 6

Background info

Age group: 35-44, Gender: Male, 13 years

Level of awareness

1. KM is a framework used to take the tacit and make it explicit. Store is somewhere that it can be easily used by the organisation. If a person is looking for information on a process or generic business information, they can find it somewhere. Also I think it caters for progression; if people are moving on it does not leave a big gap, so you have a system where it is stored. There are [a] few things that I think constitute knowledge transfer in my opinion; one of the things I think its proper IT infrastructure, KMS and content management systems. The other thing is to put together things like knowledge warehouses where we can store this knowledge. Also the other critical thing as well is on putting together groups of people to facilitate knowledge transfer and sharing before it can be captured.
2. No. I think there are still a lot of grey areas, and we still need to get the process and methods going in some people's minds.
3. Yes it is.
4. Absolutely. I think one of the biggest issues in organisations, there is no framework where people can go and obtain information if they want to learn outside of the scope of their normal duties. It's all useful for the people that are there, process management, having a place to find that information is quite important.
5. In my experience I have worked with people who have processes in their heads. For me knowledge transfer is trying to get the implicit things and formulate them and make them explicit. However some of the implicit things maybe a bit harder to formulate; we have to find different ways to obtain that knowledge which is not really processes but the method of thinking.
6. I think there is a broad understanding which is not as clear as it should be and that's one of thing we are trying to address. It affects the current process of knowledge transfer.

Organisational culture

1. I think it does, but we are missing the infrastructure. I don't think it's an issue of people not wanting to share but the place to go, where we keep knowledge.
2. I do think there are different roles. But there has to be a buy in from the organisation otherwise it does not matter what you try to put in place, it's not going to work. I think culture in that space has a big impact.
3. Yes. At the moment I have a vacancy for a knowledge administrator in my department. So we want to put in place the infrastructure and methodologies to change our organisation from a culture that has information and knowledge in their heads to a culture that is able to put it down and access the knowledge. The progress has been slow though because I am looking for someone who is a good fit. The person will be facilitating the process throughout the organisation. The plan is to have the infrastructure; secondly have people in a room and create a framework that will work and also to share their knowledge. That person will then have to codify that knowledge. There is a change management plan we put in place with learning and development to raise awareness in the organisation.

4. Ja. I don't think mutual trust is a big issue. Just that people are used to working in an entrepreneurial environment. The organisation comes from Excel spreadsheets to maturing IT, to maturing our areas to having a more statutory framework and we got to that. But I think along the way people haven't really shared because they have been busy with their own things. Now, I think there needs to be something to facilitate that sharing. Trust is not an issue.
5. I think so.

Management support and involvement

1. Yes. Part of how the gap came about. We had a Strat session where the gap was identified. This was backed by the desire from management to see this implemented.
2. I think it's stuck with me.
3. Yes they are, and actually on my case on when this will be implemented.
4. Yes they do.

Reward and recognition

1. Not at the moment, because the KM process has not been implemented yet. It's something we plan to implement though. One of our vendors has done it before. I think it's a good idea. How it will look - we are not too sure yet, but it will happen.
2. I think so yes.
3. I don't think we are there yet.

Organisational structure

1. I think the relationship is good. It's a nice space to be. But it's quite a high performance environment which could cause niddles. I think it encourages KT though. Everything is about incentive. I think if there is an incentive to share knowledge, people will. It's about finding what it is that incentivise people.
2. I think it's quite a silo environment at the moment which is a hinder sometimes to knowledge transfer.

Infrastructure

1. It's not implemented yet. We have SharePoint with SQL server. The systems like emails and ShareDrive set you up for failure because they are unmanaged, they are unstructured though you have folders, but it's chaotic. I think SharePoint or any other KMS system works well when you can storage and have change control and go there and find what you need.
2. I do think so. There is a fair level of custom development that can be done to facilitate KT. I think we have all the mechanics in place; it's just getting them operational, and that needs headcount.
3. The technology is there but it's not used yet. Once it is operational we have analytics to check the use of the system.

Closing

1. Not well at all. There is a gap which we are hoping to close.

2. Yes. Once we implement the system it will create a lot of governance and stability around information data and knowledge. To encourage people to use the system you have to [be] inclusive of [the] environment but also use the 80/20 rule. So we got to address 80% of the problem. We can try to encourage people to use the system.
3. No hiccups.
4. Individuals who know the KM framework. It's someone that needs to know how systems work. A personality that is able to connect with people and make people comfortable to share. A lot has to do with the person you put in place to run these things and the people at touch points. The methods of knowledge, having enough technical ability, and be able to facilitate one-on-one sessions with people.
5. I think fear, fear of letting your knowledge go, that you lose power or control. Lack of proper knowledge. Technology that is hard to use out people off. Culture also plays [a] part.
6. Newsletter once a week could help. Also to have an ECMS where people can pull information.

PARTICIPANT 7

Background info

Age group: 35-44, gender: Male, 3 years

Level of awareness and understanding

1. KM is different to information, which is the organising of data while knowledge is the understanding of the actual information. Managing this knowledge in the corporate environment is about putting it into a training system that will enable getting this information, the tacit knowledge, transferring it from one person to another. But the most important thing about KM, it's not the knowledge that makes you intellectual but how you apply that knowledge.
2. I think it is clear. If we are to look at the bigger Nedbank, it's really clear and at Nedgroup Investments the concept is clear and the implementation and execution thereof is not as clear. The reason I say so is the business is very young and growing with a lot of information that is changing and the difficulty is that we not an organisation that lose people a lot or there is a high turnover of people, but people move from one position to another, so that transfer of information and knowledge - how does it happen. So that concept is not clear yet. It's becoming more evident that we are trying to implement things within the organisation over the last two years I've been here e.g. ARIS, learning library, KMS (Knowledge Centre), to organise information in a certain way that people can have access to it, can use it and be at their fingertips, because there is an overload of information at the moment.
3. It's an exception[ally] valuable asset as it gives the competitive edge over our competitors and within the market which is very important. It is one thing that can distinguish you from your competitors. It adds value to people's lives in terms of the daily functions and outputs.
4. Absolutely. I think this is what this business is about, having that knowledge and applying it. Like I said earlier on sharing of the information and knowledge is more important than having it

for yourself. How you do it is through reading, understanding and so forth. It makes people's performance better, the quality of service better. It makes things better.

5. KT could be done in various ways. Specifically in this information age it could be done through email, face to face, training session etc. The Caleo Group said the other day an important thing, that the transfer on knowledge does not only takes effect in the working environment but how does it take effect in the social environment, because the social interaction has changed for people. It no longer write[s] letters to overseas, now I can tweet and I can Facebook, I can share the information instantly. The information through the social media is easily shared throughout the world. It is really important because you only learn when you share the knowledge, because you get questioned about it. It is said that "if you can explain something to someone and they have a better understanding than what you do, you are successful, but if they don't have an understanding after your explanation, then you have a problem". I think it also comes with the saying that "the illiterate of the 21 century is not those that can't read and write but those who cannot learn, unlearn and relearn". Sharing information you are giving someone information to work with, how they do and what they do is important so that is also a process, which needs to be unlearned, relearned and questioned. So sharing information is really important, especially in small organisations like ours. But it's also the speed at which you are able to do it. So it could be done in a training session or via email. The speed is always very important. Because you need to have it at your fingertips, e.g. log on to google and have all the information instantly. But how you surf through the stuff and how do you make what's urgent and important to you is up to an individual, because there is everything at your disposal but you need to build your own repository and say I need this and that and give over to your team from a management point of view. It is also important as manager as you share this information with your team.
6. I think there are pockets that happen effectively e.g. in client services we have training sessions, also in bigger projects it happens. It doesn't happen from A to B, sometimes you don't have to be involved. You can choose what you need to be involved with. Effectively I think it does happen. It can happen better through better systems, better data organising, etc. I think we would be at our peak as a learning and growing organisation. We are looking at ways speaking to training and development which leverage ideas. We are trying to do things that have not been done in the organisation. It's a big change, which is important. It is happen[ing] not as much as we still have people that hold the tacit knowledge and they [are] not able to give to us due to our busy schedule, or it could [be] the way we extract it from them which we are busy doing it, e.g. what we are trying to do with ARIS, we are doing it in the business level, cluster level and the organisational level. Though there are golden threads with it because throughout the organisation there is about 3000 processes and effectively if you look at it, there is cannibalisation, where you [are] eating of from the other person, but effectively it could be one business process, maybe not the same root but the same concept for everybody which could save the organisation a lot of money. So we [are] not there yet, but there is progress.

Organisational culture

1. Absolutely, I think this is a hungry organisation with its own identity. It's a very small organisational with a lot of intelligent people. From the organisational culture and the head of the organisation, I think he encourages learning and development, which I think is important. It doesn't perhaps happen in all areas due to the nature of the jobs. Not to say they do not encourage knowledge but how you acquire it from maybe training, formal and secondary education, they can't always encourage those things, but it is important in the business because it's what makes this business as valuable as is. The culture of people wanting to learn, grow and develop. And I think that's important, so that it comes through the knowledge. However I do not think people sometimes use the opportunities at their disposal to grab that knowledge, learning and sharing opportunities. Again that is individual preferences. Again you can't have everyone wanting to do the same thing but the management encourages knowledge and culture through formal education, empowering yourself, etc.
2. It is organisation-wide idea. Certain managers would want that knowledge transfer because of the role played in the organisation or the area they are in where there are a lot of changes, e.g. client services, where [they] continually encourage reading up as well. I think it is an organisation initiative filtered down from management and also individual preferences to share their knowledge.
3. Yes, e.g. ARIS documenting processes. That is a framework and I think it is important to have a framework as things change over time. You can just update that (the repository). From a MIS point they are looking for the knowledge administrator. I think that is an important initiative as we realised that the ShareDrive and the learning libraries are too small, they can't [...] all that information. So how do you get that information quickly at people's finger tips like the client services where speed, efficiencies, and flexibility are important? This is an agile organisation, so they would definitely look at it and they are. As I said, the Caleo Group, they [are] bringing us information of how to share information from a social point of view but how do people learn better in this day and age with this information overload.
4. Like I said, a very important factor is sharing of information, I think is probably the main fact. It is the way my team is set up. I think training is a very important factor, the way people are trained, the information they receive and the frequency. Another sharing of information in this day and age is email, people share emails, is the internet available. So there is a lot happening in terms of that and I think that is important. Just generally within the business email becomes part of your day, so it's one factor that one transfers knowledge.
5. Yes, absolutely. I think this business and the way I run my team. I can't speak for other managers, but it's based on what I call institutional trust. What I mean is that I trust somebody is going to do something that they say they [are] going to do and that to me is trust. I expect my team to do it because they are capable of doing it too. So trust is very important, it is the first thing I look at to build a sound relationship and also to do within the business.
6. Absolutely, I think collaboration is very important. It's one of our values and one of our group values. I really see them sharing information with each other because of the wider team, with for an example, with people taking products now in the general space to NFP so they do share

information and willing to share the information that they acquire outside of what they learn and I think it's important. We [are] going to have initiatives in client services where people will have hurdles in the morning to share information so that collaboration between the teams will be required.

Management support and Involvement

1. Absolutely, they do support and encourage the learning and makes information available, the transferring of it as well through feedbacks. I think we also forget that we get knowledge transferred also by having a conversation with someone and I think that is important. The fact that we have staff sessions, just the business information and knowledge they share and what's happening in the industry, they show their involvement.
2. Absolutely, we [are] all on leadership boot camps at the moment where we are trying to improve what we do so there are things like coaching for growth, great place to work, and all that. So that is how you share that information and transfer that knowledge. So there are ongoing initiatives that we are looking at, trying to build better systems, knowledge database, getting actual tools for people to learn better whether via cell phone, PC. There are always initiatives. As I said we're agile, we are not only looking at what is happening within the group but what is happening and benchmarking outside the group and looking at what is happening in the industry and other industries. There is constant thinking, asking questions, constant information going through, constantly looking for ways to improve what we're actually doing.
3. I do not think they always do follow up. It can be done better. So it's an area of improvement. Sometimes we think when you walk out of the training and someone has signed a register or gave feedback on a feedback sheet that is the follow [up]. But for me, when somebody goes on a course of something, in the next meeting you try and get that person speak about what they learnt on the course but that does not really happen because of other agendas item with regard to work that needs priority, but I think those are opportunities we can use, we don't always use it. Very informally we can obtain the feedback and use these opportunities but not very formally, like a structure manner.

Reward and recognition

1. I do not think directly. I think indirectly for the work you do and applying the knowledge you get rewarded. You can be nominated for natural born winners, there is the hash tag trending stuff. The thing is applying your knowledge and assisting someone else, it's there in terms of rewards. But you still have to be compatible to the nomination process, however I don't think there is outright to say the person that shared the most knowledge is going to get X but there are indirect ways that is being done and people are being rewarded for it. I think also in terms of profit share, bonuses, performance increases; those are the things that get measured in terms of your knowledge. It doesn't directly say because you shared knowledge with who so ever you will get X. But with the rating scale, it gets measured in terms of your productivity, output and what you're doing, the quality of service you give... that's basically how your knowledge is measured and how effectively you apply your knowledge to your job, and the value it adds to the business. I think in this day and age it is important to have a system

directed at knowledge transfer. When you look at the people coming into the work place, your millennium etc. Obviously it's a bit difficult, because of the shift in terms of the baby boomers and generation wise currently managing people. But the thing is true mentorship; we should be able to do that. So I certainly think we should because the next wave of people we bring into the organisation are millennium and they are hungry to be acknowledged. These are the people that grew up in the tech era so they know how to find things, the speed of finding things and how they are finding thing – that's normal and natural for them whereas for me generation wise not that natural. So that's important and we should have some sort of reward because these are people that do not want be in one position; once they have completed one task they want to move to another. Therefore we should encourage things like knowledge transfer and so forth because it is important and is a differentiating factor for us in the market as well.

2. I think I am. In terms of my performance, I think I get rated adequately in terms of my output. I think again when I speak about knowledge and that thing, I think it's your knowledge that you give off to the business, company, clients, etc. that you get remunerated for. So when you get employed, you are employed based on your knowledge, which is then empowered for your growth and that's what you give back to the business; the value you bring, that's the contract you have, what you are here to do every day. Adequately everybody should get an award based on their performance and knowledge that is given over.

Organisational structure

1. I think we have a very open and honest working relationship. I think the relationship is important for it is what has built this organisation, the understanding, the goals and trust. The relationship here is very good. I think the relationship with bigger business or group can improve and has over the years because we are a growing organisation and it shows in the relationship we have. Also, it shows in the vendors we have, with the outsourcing that we do, there is a trusting relationship but more of partnerships too with silica, MIS partners, GT, fund managers etc. We have absolutely good relationships within the group, organisations and department.
2. I think with [the] flatter structure we have is much easier. I think if there are silos or hierarchical way of doing things knowledge doesn't get transferred easily, doesn't get transferred quickly or effectively. It's like a communication thing - communication from top down doesn't always work because by the time [the] message gets to you, it's half like a broken telephone type of situation. I think our structure allows for knowledge to transfer easily, knowledge to be shared, there is a quicker way of doing it, it creates the agility where knowledge is concerned so you can act when you find out something, and you enquire about something. We have an open door policy; you can always [step] into someone's space to find out things and to share things and also people discussing things; people pick up from each other and I think that helps a lot. The structure itself, there are no layers and layers in which information gets filtered because by the time the message gets to where it's supposed to, it does not carry the same value.

Infrastructure

1. Effective to transfer knowledge you need people, processes and technology. From people point of view we have people, they have the knowledge and able to transfer it... from systems point of view we have to learn. From the process point of view we are creating more of it. From technology's point of view we have the capabilities at our disposal. With Knowledge Centre at MIS which is a work in process, ARIS, social media. There is definitely technology; we just need to find what fits our business for the knowledge to be transferred effectively. Because there is no one solution to everything.
2. Yes, I think at the moment it is conducive and has been over time. But we are now evolving and have to keep updated with technology and pick up with Fintech (financial technology). But also the knowledge of what we have to give to our clients is also evolving in terms of the way we communicate with our clients, the way we receive information from the regulatory that is changing overtime. I think we kind of have the normal...not routine, old fashion way, we have the things in place like the emails, internet, those things are effective. How else we're going to do it, or communicate, that might change and we have to review, but for now we are still ok.
3. I think not really, we [are] not using the systems to the full capability e.g. CRM which is still implemented, I don't think we are fast enough. I think we are not agile enough to implement it. But I mean that's a knowledge base in itself which has to do with our database, our patterns of behavior and of our clients and stuff. But we are not doing fast enough. We need to improve on that. That's critical for me. I think we need to relook at how we do it and how quickly we do it. The reasons could be sometimes we do not understand the full capabilities of the system, sometimes the amount of change in the business it does not get priorities the way it's supposed to be. Sometimes people do not buy effectively into the change e.g. the old average guys can ask what's in it for me. Or sometimes when we roll out something, we don't roll out and use the full capability of the system because we decide to use a phased approach and eventually we decide we don't need the other components. So perhaps we do have the technology which we do not roll out effectively because we are not measuring back what we are doing e.g. AWD. Not all the reporting on that system was available, so how do you measure and manage something if you do not have the data with MIS to do it? So that is important. So maybe upfront our requirement needs to be reviewed and maybe learn from other projects - how we rolled out and what made it successful. We do not normally use that as a development.

Closing

1. If I were to rate I would say 6.5 or 7 out of 10. It is good but not as good as it can be. We need to be effective and efficient. I describe effective as doing things right and efficient is doing things the right way. We are doing the right things but not doing them the right way or the best way, cost saving effective way. That needs to be looked at. But I mean at the moment we are about a 7 transferring. Because also we do not have a big turnover of people so the knowledge stays within the business and we starting to extract the knowledge through process modelling, through creating the Knowledge Centre, etc. Then the risk is involved in term of the

sign off, the subject matter expert needs to sign off on that. That's all process and stuff in place that is starting to work.

2. There is always improvement opportunities and always technology available. I don't think technology will outshine us completely over the next couple of years. But my thing is, we need to improve mentorship and also with the new wave of people coming in, if you look at the average of people coming in the call centre which is around the 20's, so the way people want to learn will force us to improve. Like the millennials and the generation coming through, these people want to learn differently, they want to learn fast, they want to learn quickly, on the job, they want instant feedback. We need to have mechanisms in place that would work for them because the environment itself might look very different from what it will look in 10 years' time. We might not all be sitting here in terms of where we're working from. We might be working from remote areas, coffee shops or homes. We have to look at ways to improve technology to get information across everybody fast enough and we can act on it as well. Therefore definitely there are improvements we need to make. Types of improvement definitely technology, people, systems and processes and those are cost saving improvements in a long run. How to bring people on board – You create a framework and fit people into the framework. The people who do not want to adapt will not have a choice because at the end of the day things are moving this fast and how else are they going to learn. If somebody doesn't wanna adapt they will feel it on their rewards and recognition. The process might take longer for them to adapt because you need to take them step by step but you need to make them aware of the benefits (what's in it for them), what is the bigger picture and why we are doing it. We need to constantly communicate. It's something that doesn't happen a lot in our days because people in the world have changed the way they communicate but to hold the relationships the communication is still very important.
3. People wanting to hold on to knowledge. They do not see the bigger picture and realise the value they can add by sharing the knowledge and the learning they can get from it. People still think that knowledge is power. As I said earlier that applying that knowledge is more powerful than that knowledge being power. I try to change that mind set daily by chatting with them to make them release the value that they bring to the team. Slowly they are trying to change their mind set. And also people with their understanding of the information are not able to transfer what they know. Sometime you are a good learn with a wealth of information but unable to explain. So the facilitation of the knowledge is sometimes the problem. This happens everywhere, even with training; sometimes the facilitator gets the feedback form saying everything was well but it does not actual proclaim the true results.
4. The facilitation – the ability to understand something and explain it to somebody. The understanding is very important... this is the intellectual process, being able to ask questions afterwards. People's enquiring mind is another important factor. It depends on how broad you look into a topic.
5. Thinking that knowledge is power. Not knowing how to share the knowledge. And they do not understand or unsure, not trusting what they know.
6. Email is the best method. Shared files but its information which is not organised.

PARTICIPANT 8

Background info

Age group: 35-44, Gender: Male, 6 years

Levels of awareness and understanding

[Note: I did not do any research about this.]

1. A place or a system that enables information about the organisation to be kept updated and retrieved and for sharing.
2. The only time I heard of it was when [name deleted] spoke about it. So to the organisation I don't know... let me say I don't think so. Let's say if you going to think about stuff like TFI which is new, you see it on the boards and emails. I wouldn't say it's clear.
3. Yes I think so.
4. Yes.
5. KT is sharing the knowledge, the information about anything within the business, from a colleague to a colleague, department to department, manager to a subordinate. It's anything that relates to sharing information.
6. I think you are bound to, do it to performance your functions. Even when you come and join the team, the team is bound to share information so that the new person can know what to do. Also from departments to departments because you might need information from other departments. I doubt there is a structured way of obtaining that information because I think we all do things differently. There is no formal way of finding information.

Organisational culture

1. I do not think it's a priority. I don't want to say it's not supported. It's just that there is no centralised place where one can go to obtain information. If you were to ask about project, I don't know where to go; I would probably approach key individuals in the departments.
2. I think generally things are driven by management. It has to come from the top like anything else. Then I would have to oblige or meet the requirements. I think it would be introduced by management and staff can be shown how it works; everyone can use it. One way or the other, the initiate has to be coordinated to work properly.
3. Yes... Communication has improved over [the] years. We get staff updated which I think in a certain extent helps. However I don't think these activities are enough.
4. I think if there would be places (a directory) were individuals would obtain information about the organisation. If I wanted to [know] for an example what a specific unit is about and it goes to detail of how they do what they do in summary.
5. Yes.
6. Yes.

Management support and involvement

1. I would say I don't know. My observation is that they are concentrating on results. You might find information because results are not what is expected; that's when knowledge is transferred.
2. Not that I know of.
3. No. I don't think so.
4. I don't know of any knowledge transfer sessions. There is probably one example of the feedback session which I think is just a tick box that he has done it.

Rewards and recognition

1. Yes, in term of expected deliveries. I feel it would help to have a system in place.
2. I am recognised. With my conversation with my manager he would highlight such things. I also think it's a way of recognition when people come to ask you questions.
3. I do not know.

Organisational structure

1. I think the relationship is healthy.
2. I don't think we have got... I think there would be a formal knowledge transfer process that is in place but I do not think we have that. But for the business to function there has to be a transfer of knowledge and I think that knowledge is sitting with the people and what they have developed for their business units' e.g. our process notes. And I think because of the head of departments, there isn't really movement there within the company. If it's sitting on people and those people are there all the time. These key individuals transfer this knowledge whenever needed. It's like that with departments as well, we rely on key individuals. So it's a chain of individuals learning little bits from each other and transferring to others. But what happens when that individual is no longer there. That's why I say the safer way or having that knowledge store does not exist.

Infrastructure

1. I know [name deleted] has worked on something but because I haven't used it, I would say no. Because at this point in time if I need information I would still refer to the key individuals.
2. It doesn't exist.
3. I think any system that would be in place comparing to nothing would help.

Closing

1. They are working because I am sitting here now with information on my head that was transferred by someone and maybe documents that were provided. As a result I have knowledge of what the business is all about; therefore I can say it is working. But is it easy or efficient? I do not think so.
2. It would be a place (repository) where I would get if I listed e.g. list of our classes, fees, portfolios etc.

3. The only way we transfer knowledge now is speaking to the person and sharing what I know. I would not say makes it difficult though because I do not mind doing it.
4. This is what I have in mind - it has got to come from the top, introduce this to the business, what it is all about, explain its benefits and encourage staff to use it. So I would say, leadership of management in encouraging the existence of KMS and communication to staff and having a working system that is clear to use.
5. Not having it. I don't know if having the system people won't use it because you always want to ask question and find information. I don't know what would cause an individual not to use it. Because it would help you improve your performance, unless it's not useable.
6. The preference depends on individual's needs. For the processes I would prefer face to face, ShareDrive for documents, etc.

PARTICIPANT 9

Background info

Age group: 35-44, Gender: Male, 4 and half years

Level of awareness and understanding

1. KM is about managing the knowledge that is there and make sure that it is transferred in an effective way so that the upcoming people can benefit from the documented experience.
2. I do not think there is a structure in place for it. If there is, it's not practiced properly. There [are] not any systems to manage that.
3. Yes, it is.
4. Yes.
5. It is when that knowledge gets transferred into systems and the efficiency of these systems to ensure that knowledge is properly transferred. Currently we just have training which just equips you of the systems' functionalities and business rules. The KT is referring to the transfer of the experience that one has learnt, e.g. sharing easier way of doing things.
6. No its not.

Organisational culture

1. I cannot say it does not. Because one can say there are tools for KT but its use of those systems, whether they are used efficiently, that's another topic for another day. But I want to think that every organisation wants knowledge to share efficiently for the benefit of the organisation. Also I don't think the way we do things encourages knowledge transfer. Specifically in Client Services there is never an opportunity to transfer what you know or your skills because of the nature of the job. So if you want to share any knowledge you have to do it at your own time.
2. It is an organisation-wide idea.
3. No.

4. There are initiatives in place within the team but those systems/initiatives are not as efficient e.g. with the assessment there are no follow-ups done. No one checks whether the initiative are effective.
5. Kind of...
6. Yes. The processes are just discouraging and the nature of the job.

Management involvements

1. I think if they are aware that there is a huge gap, they may support because we can only communicate such to a certain level, to our team leaders, which does not reach the senior management. E.g. I suggested that we have a senior consultant explaining every now and then to new people our products but that was never done which could help. Currently I would say that senior management is aware of this hence they do not support the process as much as they should be.
2. No.
3. Not actively but it might be different to each department.
4. No, we don't even have such sessions. I would agree that the feedback session we get from the CEO is a knowledge transfer session because we are made aware of the organisation's performance. But I would say that people have lost interest because they feel like the things that matters the most to them don't matter, that feedback is too technical and high level, that people do not really engage as their needs are not met, they feel they do not have enough tools to perform their duties because of that.

Rewards and recognition

1. It should but it's not.
2. No. it's easy when you are being recognised. When you're being recognised first without being recognised you are allowed to actually do the transfer of knowledge, you are given time, space and resources. We do not have such.
3. That is difficult to answer because we do not have such in our department.

Organisational culture

1. I think at client services we are regarded as second class employees, we're not taken seriously. We are right at the bottom of the hierarchy.
2. It is one of the very important things if it can be taken seriously as it should filter from the top. Because once you are there you are regarded as experienced and a valuable member. Then your behavior, competencies, qualification should filter down. That is knowledge transfer. Knowledge transfer is about how you carry yourself and your achievement.

Infrastructure

1. No.
2. No.
3. No.

Closing

1. Now again this is based on client services. There is no structure so I can't really say we are getting there or anything. Because there people are treated as this is what you are here to do, you do not have to do anything else. You do not get the flexibility to learn anything because you are required to do one thing. Once you do something else it affects other people's work.
2. The structure needs to accommodate knowledge transfer. We can have people who are recognised as feeders to new people. These individuals could be senior consultants that would transfer tacit knowledge to these individuals. That would be a great start then there would be a proper transfer where people would be encouraged to be part of knowledge transfer.
3. This thing of having a structure set. This is not really conducive to knowledge transfer; it limits you in terms of sharing. We can only socialise on our personal time which we are busy doing other things.
4. These people need to listen to people who are affected. There are ways in which we can do this better. E.g. we can [do] informal presentations on fund information.
5. In our department, rightful[ly] so because it comes with the role, there is no structure. Secondly, the nature of the job, there is no time to go and ask when you need to ask something. Thirdly, our management is short sighted; they care about here and now about achieving service level but not the impact in the future.
6. Voluntary meeting.

PARTICIPANT 10

Background info

Age group: 45-54, Gender: Male, 18 years

Levels of awareness and understanding

1. Km is the recording of information and made available to recipient in a manner that is easily accessible.
2. I was part of the initial discussions around KM and there was a bit of unclearness on what knowledge management is about. However, from the Manco team the few session held made the management understand a little bit of KM. from the staff in my team the is not 100% concisement of what KM is about. I can only raise awareness when there is something in front of me. If the Knowledge Centre could be operational and impact my team I would raise the awareness in that sense.
3. From my business unit perspective, I would definitely be on that. Earlier you mentioned a central store of knowledge that is in someone's head and mentioned a few examples, we are no different. Though I think there is a spread of knowledge at various levels, which I can say a detailed level stays in specific person's head and from high level understanding of vision and strategy sits in my head.

4. Definitely yes, I mean we've gone down the process of ARIS flows in terms of understanding processes. KM is no different to that. So you basically want someone to go somewhere and they obtain the information themselves.
5. KT is exactly what it is, transferring aspects of the business information or understanding from one person to the other, not necessarily verbally but other mediums too.
6. I think understanding the term is clear, however, I don't think there is an understanding of the mechanisms and the methods. No, we are not transferring knowledge effectively, referring to my department specifically.

Organisational culture

1. The current culture I would say, I will be neutral, does and doesn't, because at the moment the method we are using as we are moving forward as a business there is knowledge transfer, but if you are to ask if it is maximised, I would say no.
2. It is an organisation-wide idea. It is basically bottom-up and top-down.
3. There are many initiatives on the go. E.g. L&D came up with the Noogle-Google noun which one form of knowledge transfer, and their various class room sessions in terms of learning. However that's not your most ideal place or methods of doing it. Then we have [name deleted] who has just started the whole process with regard to financial information being the first part of the Knowledge Centre. However, that is the start - we are nowhere near where we would like to be.
4. I would say... uhm communication – however, if it's informal it contributes to knowledge transfer. However should be formalised to be reused and that's what I think. Informal is great as people move forward, but you can't reuse it.
5. From my stand and experience yes it is- my team. At Nedgroup as well mutual trust does exist however the level varies. The level that we [are] current on, I think has a gap to our desired level, I think there is a room for improvement as a culture.
6. Yes. I say it every day that it is about building the mutual trust between each other.

Management involvement

1. In my opinion yes, however I think the level of importance is not where it should be. I think we can do more in terms of that. However, you have to understand that you have to prioritise against other burning issues within the organisation and... uhm... then I would say it's lightly down the priority list.
2. So like I mentioned earlier on in terms of the L&D processes or initiatives for KT. Also the MIS initiative though there is still a long way to go. So there is budget and planning for that.
3. Hmm... I will have to think now. Recently, it is always understood that knowledge has to be passed around. I wouldn't say though there has been anything that stood out for me at the moment.
4. Yes, they are actively encouraging it but that may contradict my earlier statement that they haven't done anything. I would say that they are encouraging it, we need to question actively. They are encouraging it because of the initiative that I mentioned earlier; the only way you can have these initiatives, they have to be budgeted for and encouraged by senior management.

5. Uhm... it's a very difficult one to answer in terms of... uhm... from KT in my perspective, our teams are, our teams are, that does happen but there is no form to measure so I'd say if that was the answer I'd say no. however its assumed and implied that it happens.

Rewards and recognition

1. I would say indirectly yes and directly no. Indirectly I would say in order for any department or organisation to move forward there has to be knowledge transfer. If there is no knowledge transfer, you [are] not going to progress and there will not be profitability. So that has to happen. So when you are assessed and the performance appraisal, it's about the team performance, so the performance can only be through knowledge transfer. So by virtue of the performance indirectly knowledge is being transferred.
2. That's again the answer I GAVE earlier. Basically you can say indirectly I am because we are meeting our deliverables and by meeting our deliverables the assumption is that there is knowledge transfer. My team is made up of mostly contractors, if I had a team that didn't transfer knowledge we wouldn't have anything to deliver. So that's very important from that perspective so the mere fact that we are delivering, we are transferring knowledge.
3. I would say they do recognise it. But I might have answered this. It is not a formal, direct acknowledgement of this happens but more of a result of a successful result set.

Organisational structure

1. The working relationship at NGI is tough, competitive and also not disruptive. I think it's balanced and constructive.
2. There is a depending on which business units. You do get siloism and it's one of the items that break KM between departments. So that is the biggest factor that would prohibit KT.

Technology

1. Yes. I think the two. The partner of the SharePoint and Noogle that is coming. There are other things like plumb line testing. I think there are enough systems for KM. We need to collective[ly], strategically put all those things together that we may offer one strategy in terms of how we ... wiki... though Noogle, partly that.
2. Uhm, it's a very difficult one to answer because we are still in our infancy, we do not know what we want and what we've got. So I think once we do realise what we want as a strategy we will understand what we need.
3. No not at all. We still have a long way to go.

Closing

1. Informally I think it's doing well. Formally I do not think we are where we want to be.
2. Like I said earlier I think if we could have an end-to-end strategy in terms of what we [have] and what we want to achieve in terms of knowledge transfer. Then that would be the first step for an integrated strategy across the business.
3. We got a few which is purely based on how we work. We have an agile methodology that goes through a few steps, one of it being requirement of prioritisation, and then grooming.

Grooming is where everybody gets together and try to understand what the requirements are about. And when you [are] in that piece that is where all the knowledge gets poured out, system knowledge, business knowledge and requirements knowledge that is where everything gets poured down. So it's a team effort where everybody gets to understand the piece. Then on databases you get the normal stand-ups where everybody gets up and explains what they are doing and how they are doing it. So that is the informal and formal transfer of knowledge.

4. I would think, systems, incentives for people to interact. The system is great on its own but there has to be an interaction taking place. Then an integrative strategy.
5. It depends on personality, fear of redundancy. Two, the ability to communicate. Third would be the lack of structure and strategy.
6. Intranet, shared files, libraries and WIKI... there is both sharing and receiving knowledge.

PARTICIPANT 11

Background info

Age group: 25-34, Gender: Male, 7 years

Level of awareness and understanding

1. Uhm, I think in your introduction you have explained it. To be able to keep your resources, the knowledge that they have got, to keep it [in] a central place where it can be accessed, I think we use ARIS and there are quite a few tools that you can use. That is my understanding of KM to be able to keep the key knowledge in a repository that you can access. Am I right with what I said?
2. I think we are getting there. As I said, we are using the ARIS TOOL and there are many other tools that we can use. We only started, I think we are in the second year of trying to document our keep processes. We're not there yet, like you said the business is so intricate that we have key resources like myself. if I should leave, nobody else would be able to do my job. It is very difficult to replace these individual. It is intellectual property that it is difficult to pass over that knowledge to another person.
3. Oh yes. Definitely, we can't do our roles if we do not have an understanding of the business.
4. Uhm, yes. If you have a process where you can share that knowledge. It can definitely help the team.
5. My understanding of knowledge transfer is taking the senior people in business and mentoring the junior people in the business and transferring that knowledge over to their juniors.
6. I can only speak in my department. I think at Nedgroup Investments people are still keeping knowledge very close to them. I don't know whether they fear being replaceable, but they do not share knowledge freely. Because in this business that is your capability, your asset, knowledge you got of the industry. Giving it over you might feel that you [are] replaceable; that is why key resources keep their knowledge close to them.

Organisational culture

1. I think we are trying. From the top management there is an effort in terms of creating that culture where we are able to share the knowledge. We are not 100% there yet. But there are activities where we're building the culture where we do not feel threatened to share our knowledge, e.g. leading for deep green, etc., we are working on it.
2. It needs to be driven by a manager in my opinion but it is not his job to create opportunities where knowledge is shared but needs to be driven by management so that it can become a culture in the organisation.
3. I'd say yes... uhm. When I started here for an example we did not have the learning library, when you started you had to sit next to somebody to get their knowledge about the business. Whereas now we have the learning library, ARIS, we have things were we are keeping repository of the business. So definitely there are things that have been done.
4. I think if you understand your role in the business and what it entails and working in a team. If you are able to share the knowledge you have with your team it will make your job better and easier. So those are factors you need to understand that as a team if you are not empowering each other or sharing the knowledge, you are not going to grow.
5. I think it is because we are a very small team; it is easy to manage the trust. But I am assuming that it might be difficult with the contractors because you know that they will not be here for long. As for the organisation, I still feel that people are working in silos that we do not understand what a certain individual is doing, what they do as a department and why, how does it fit in the structure?
6. In my team I would say yes. In my direct team we do share knowledge, collaborate and assist each other. Because that is the only way we can be productive and successful by being collaborative. At Nedgroup because of the type of business we are in, people are very focused on their tasks of which sometime it's very difficult to get buy in from other teams; not that they are reluctant to do it, but because of the time issue to get that information.

Management involvement and support

1. I think they support it because it is an initiative, but do they support it because of its value? I do not know. Because like I always say it needs to start from the top, that they don't just need to support it but drive it so they need to share the knowledge they have as well. But are they willingly transferring that knowledge, in my opinion NO. But they do drive the concept and initiative of knowledge sharing.
2. Ja. So I think as I have mentioned the ARIS tool that we document our processes. That is one of the initiative[s], and other informal projects.
3. Uhm, I think it's very similar to the previous question. They do actively promote it but in my opinion not to see the result of it but because it is on the score sheet to do. They are not going tell you to take somebody, to take another person, on the wing to show them how something is done.
4. No.

Rewards and recognition

1. Not to my knowledge. I do not think so. I am not sure what the big rewards and recognise system, natural born winners, looks at the citations. I think such [a] system though would encourage people to share more but I am not sure how it could be done.
2. No. Ja, I think anybody would like to be recognised by doing over and above their tasks. It would be nice to see the recognition in terms of, if an email could be sent to the business; something like that.
3. Uhm... I am not sure. I do not know how they recognise the value but they can see it on the productivity.

Organisational structure

1. In terms of our management we have a very... uhm... how can I say this now, we have a very political minded management structure... uhm... can you repeat the question again? There is a lot of fighting at the moment in terms of our management, competing against each other, not working towards the same goals. I am talking strictly in the operational side and that is a bit discouraging because it affects the teams members when the managers' relationships are not aligned, the goals maybe aligned but the way they get there they are not on the same page.
2. It definitely has a huge impact because if management teams are not working towards the same goals it immediately affects the employees within the divisions and it creates the divisional block where you do not allow your team member to free[ly] communicate with different teams because of the friction.

Infrastructure

1. There is just one formal system in place. The ARIS tool and we also have in my team the SharePoint where we put our different initiatives we work on. But there is no informal system where there is peer-to-peer knowledge transfer.
2. It is a very good system that we are using, especially the ARIS tool which is used in most organisations. Also SharePoint is always a good tool to use, if it's used effective; it's another case.
3. I think it is; there is inadequate use of the technology. Because the tool in itself, the training, was not given to the right people... uhm... because if you do not understand what the reason and the use of the tool, you will not use its full capacity.

Closing

1. So like I said we started two years ago with [the] process of sharing knowledge and capturing of processes and how the business works. So at the moment we [are] probably 50% there. But there is still a lot of gaps where knowledge is not being captured and shared.
2. I think there should be more sessions where you have people in the business in different departments, informal sessions, where people use these tools to capture whatever knowledge they have. So that we can start articulating what is the reasons of these tools and not just tell people to use the system.

3. Time is probably the biggest thing and we never have time to do these things because we are always focusing on getting the tasks done. The second one could be training on how to use these tools efficient[ly].
4. I do not know. Can I see your question? Can I skip that question?
5. No. one - not having enough time. No. two – feeling threatened that they are losing that knowledge. They feel exposed. Three - not being driven enough by management.
6. Intranet, library, shared files, voluntary and compulsory meetings.

PARTICIPANT 12

Background info

Age group: 60+, Gender: Male, 20 years

Levels of awareness and understanding

1. KM what I understand is trying to get the knowledge within the organisation that sits with particular individuals or the employees and try to document it that it becomes available to other people who might find it useful.
2. I think with NGI the problem lies with an overconcentration of knowledge into few individuals and we are not prepared to hire and make departments out of and therefore it become[s] a high risk type of a strategy. It is a cost effective strategy however it is risk hiking when people leave and die.
3. Knowledge is always an asset. But it's the way it's used that makes it more decisive and more valuable. If you use it effectively for the things that will enhance operation, responses and decision making strategic wise. Then it's useful.
4. Yes and no because it [is] one thing to have the knowledge available and other individuals do not care to use it. So... uhm... some people are to acquire knowledge and see the implications of it and others would be I'll use it when I need it or do not think strategically about it.
5. It is more like a mentorship where I work with someone and show him what I know or help you with something that you can do them better and if you want to get along enough, those things will rub off and the logic behind will help you in an operational manner pick up how things are done. This is the base to build your own style.
6. Poorly. We are too silo in operation and we are underemployed therefore there is never enough time to transfer knowledge.

Organisational culture

1. No it doesn't. It would like to but it doesn't. We have tried to fight silos in a very long time ago. The type of silos are formed because the groups are small and as long as you have a flat structure and you do not make the group more integrated. It is... will never happen. Now you take physically removing client services from the rest of the body, there is no chance for a client services guy to know what happens on this floor. You were lucky enough when you started working when we were this side that you got to know a few people because of

proximity. Again you got, MIS, with four people but who the hell knows what you do. So if you were a group of 10 working next to [name deleted] who had a group of 10 there would be a lot of dilution, therefore more social, therefore more people talking about what they do and what they are faced with. And therefore a lot [of] cross-correlation of information that comes. Sometimes we do not realise that we gather information as we go without people saying this is the ways things are done because you come to draw conclusions and you begin to see through meetings on how people work. Then you can decide whether the work appeals to you. But when you are a small group you can't talk about what you do because you do not have time to talk among each other, never mind talking to somebody else, and trying to explain yourself to somebody else, it's like talking to a foreigner because you are talking different languages.

2. It is a strategic executive initiative that you have to sacrifice some money to employ more people. This is why I think we have so many graduates unemployed because of these types of structure. Employ more people than you need, then also eventually they will need more. Think about having less isolation in the way people work and work with a few more people and there is no reason why there should be a separation between IS, PROJECTS and MIS. Why not have a common space like client services, an open office, without the barriers, that would make total sense. It would make easier conversations and easier work. An open plan would work better in sharing knowledge.
3. Not really. I'm trying to think of examples. I know [name deleted] did a lot of work to make [name deleted] up to speed. It was quite a bit from [name deleted]. They are the only people that had some time. That is the only straightforward example I can think of. From the investment team there has been a lot of new graduate[s] which I think have gain a lot with hand on work in that area. There [is] an example of people who have grown since they have started. I can't think of people that particular much in client services. There is training but is it knowledge? I do not think so. Its operational business rules. I just don't see anyone who has, does, what I can do except for [name deleted], in just knowing how investments operate. Obviously not at the level of these guys, you do not have to have that. Knowledge comes from both reading so you need self-motivation to acquire knowledge and interaction with people in their specialty areas. That's how you gain knowledge and that's how it's transferred to you. If you read enough it does leave gaps which are filled by other people, as it becomes narrow till you have a place where you have sufficient knowledge to make decision[s], your own decisions, not what you read.
4. KT comes with interactions. There is a problem, you talk about it and show people what is going. It also comes from individuals motivated to learn. E.g. you can work in your department for years and still not know what is going on if you do not interact. But if you have a physical and working relationship arrangement you will interact and get to know, even if you did not want to know. It will eventually filter to you because people are talking around you all the time. It is almost like osmosis, it's in the air. It filters on concentration to the less concentrated. Before you know it you have absorbed a lot of little things. And every time one puts you on the spot you will realise that you know a little bit then you realise how much you do not know and

if you are curious you might want to fill the gaps you do not know. That's more on social interaction.

5. In corporates there is never a mutual trust. It depends on who has the longest sword. It [is] very difficult to say people in corporates trust each other. They might have a trusting relationship in some operational areas but I don't think people necessarily trust each other. Is there trust anywhere else, I can't recall that.
6. I think most people are willing to share, they would glad[ly] give you information where they can.

Management support and involvement

1. There are none. I do not see any serious attempt to raise [the] level of one area or another. There is no strategic intent. I know it happens, e.g. in investment team, those could not write investment letters and were put in a course and now they write well. They did not consult from a corner. They realise this could be useful and embraced it. Now they can tell other people that they cannot write. Management could say they are supportive by providing training. But KT is not providing training but largely what is contained by individuals, anybody can read a book, anybody can analyse a document that is not knowledge, which you can put in the shelves afterwards. Knowledge sits in your mind, your brain works for certain things and the memories filled away, that knowledge, experience, is the bank that is untouchable. Often I wanna cry that here is the guy you know, a brilliant musician like price, why can't he pass his skills on to so-so... so that they can continue to entertain people and have that build-in knowledge, it's gone. Traces are left by what he did but internal creativity and genius is gone. That's where we want to be. We want to get as close as possible to what's inside and we're not allowing people to grow by mentorship to a large extent, but it's also for people who want to learn. We cannot blame the organisation for everything.

PARTICIPANT 13

Background info

Age group: 25-34, Gender: Male, 7 years

Level of awareness and understanding

1. To me it's really the organisation of knowledge, information and data. Obviously managing data and information, you can create knowledge out of that. So for instant the bigger framework of how I understood it, is that you manage the acquisition of knowledge, maintenance of knowledge and disposal of knowledge, you sort of monitor that from initiation to the end.
2. Yea, I think. For me it sounds pretty clear. Because... uhm... we've got network infrastructure where we access of the information available, through hdrive, gdrive, mdrive, or whatever drive there is. So pretty much if you look at for instance finance we have a folder in the drive so everything you want to know about finance is in there, which is not necessarily knowledge by information and data but if you were to get a person to explained what is in there, then it

would obviously be knowledge. I wouldn't say it is clearly but I would say to me it is because I have been around for a while.

3. Yea for sure. I mean in the finance area, accounting is generic. The stuff we do are generic but you need to understand the asset management business too to be able to be comfortable to executive your deliverable and responsibilities. So you need a bit of knowledge and background about the industry and the company in terms of how things are done. So it is a valuable asset.
4. Yea definitely. So if you fly without a license. You surely wouldn't be able to take the plain off the ground. So I sort of equate knowledge about your responsibility as a license to perform your responsibilities.
5. It is a process of acquiring knowledge from one party to another. That party could be an individual, machine, a document or a human being.
6. In my area we do that well but not very well sometimes. We work closely as a team, if you do not know something you ask the next person and if you want to know more I could refer you to the folder, give you an explanation or refer you to management.

Organisational culture

1. Yes it would say so. But the whole company is a bit different because you find areas that you find it hard to obtain information but certain team and departments you are able to get what you want. But in general the culture is conducive of knowledge transfer and it depends on the attitude of individuals between the person who gives information and the person who is looking for information. Things that could be making it difficult to obtain the information from other departments could be the time and attitudes.
2. Ideally it should be an organisation-wide idea but I would say most of the time managers take initiative to make sure that information or knowledge is imparted. But here I'd say it is an organisation-wide idea.
3. Yeah definitely, I mean when I got here a few years ago pretty much process document were emphasised and stuff do we all had to do process documentation which we did but not entirely two-three years ago. So I would say that drive has been quite big across [the] team. Everybody knows that they had to do ARIS. So I would say whatever is in there sort of encourage[s] and emphasises KM.
4. Those factors would probably be time, position the person holds. If line manager ask[s] me to do process documentation I would do it but if my contemporary from another team asks me to do it, I might not do it. And obviously if it is my responsibility to drive it I would make sure that it is done. And also the level of urgency.
5. Yes most definitely in my team. I do not know about the whole company. Across the teams, not sure.
6. Yeah for sure. I mean, I always gauge on how well a team does when someone leaves or a new member joins in. If it's a seamless transition then the team is ready for any sort of KT opportunity because when someone leaves, leaves with intellectual capital and when they leave and leave a vacuum the team will probably struggle to perform their duties efficiently. I

think we have done well so far with people that have left. So in the finance team we have at least two people that know how to do a certain function to close the gap in case one is not there.

Management support and involvement

1. Yea. I would say so. In term[s] of the budget. I mean there is an extra resource, [name deleted] who drives the process mapping initiatives.
2. Yeah sure. Initially we were encouraged to know ARIS and we got training on how to work around it.
3. Yes somewhat. Again ARIS is going to come in handy in terms of that.
4. I would say so because I know [name deleted] runs with ARIS so quarterly she would meet with the manager and his boss to give feedback.

Rewards and recognition

1. I am not entirely sure. But I think it might be on our scorecards. If not, it's definitely on the manager's score cards.
2. Uhm ja. If it's in my scorecard I would make sure that I get recognised and rewarded accordingly. But like the way I gauge knowledge, sort of like reward and recognition, is that if I train someone and that person knows what to do when they perform their duties then that is a reward for me.
3. I have no idea but I suppose it's the continuation of business as usual because without proper knowledge transfer the business would fall down in a medium-long term.

Organisational structure

1. Uhm, I would say its [a] trusting, respectful and open relationship kind of situation between employees. Obviously it's not the same across departments, there are certain departments that you feel you do not know much about.
2. It sort of makes it easy to transfer knowledge across business units. I mean we are sitting in an open plan office you can go to whoever you want to speak to if they have the right attitude and they are available. It makes it easy to go talk to whoever you want to talk to.

Infrastructure

1. Ja, again ARIS and the network infrastructure.
2. Ja, I think it is conducive enough.
3. No it's not made. I think most people find it easy to go speak to the person instead of using the systems.

Closing

1. I do not know but I would say... actually I do not know. Maybe for management it's working. I personally use the drives and I feel they are working well.

2. Ya... uhm, around the drive I think it would be helpful to sort the folders there, in terms of process because at the moment everything is everywhere, there is just too much data or information which need to be arranged for all teams.
3. Time. People are always busy because of deliverable and responsibilities. Things that stop me from sharing, its communication, attitude, availability of knowledge or information, time.
4. Clear communication, IT skills, analytical skills. I think for one to have knowledge, you to have the skills to analyse the information.
5. Time, resources, and responsibilities, deliverables. Always chasing stuff and trying to get things done.
6. Email, written reports, newsletter, intranet, libraries, shared files, and quarterly updates.

PARTICIPANT 14

Background info

Age group: 34-45, Gender: Male, 11 years

Level of understanding

1. I think you kind of defined it for me. It is the way businesses manages knowledge and you mentioned systems but I also think procedural, historical background on how decisions were made, sometimes products as well. There is a lot of knowledge around those particular elements that needs to be mentioned in the business to ensure that the business operates soundly and sustainably.
2. I think elements of it are. I think people interpret KM as MIS, managing data [rather] than knowledge. I think the two are different, data are, I guess, the rawest data, while information is when data has been analysed, categorised, and packaged so that meaningful decisions can be made out of it.
3. Absolutely, I think a lot of decision[s] that I make in my particular area is based on information and knowledge about customers and processes that enhance the value proposition to client. So I definitely use that all the time and I am become more and more aware that my team members need to start mining that information to make the right decisions for the business.
4. Yes I definitely think so. I think the more people have information that is relevant to their roles, the better they are equipped and the better they are able to use that information to make their jobs easier and to make the jobs of our clients easier. I think the opposite side, sometimes too much knowledge can result in analysis paralysis and you end confusing people, client[s] and making wrong decision. So it is about finding the balance between having the right stuff and not having too much of it.
5. It's kind of like intuitive of the actual meaning of the word transfer. It is about sharing and embedding that knowledge once it is being shared. And I guess to a certain extent to test whether that knowledge has been effective. You do not want to say here is something of interest but the person does not use it, so it's not beneficial. So it has to be transferred successfully, understand it and be able to use it.

6. I think, I wouldn't say we are bad, I would say we are average. I think there are pockets in the business where it is good and there are those where it is bad. I guess overall in the business it is average. We have a lot to do to get it better. I think there are areas that it is naturally conducive to have KT work better, whereas in other areas it's not as easy, e.g. investments.

Organisational culture

1. I think... I think not entirely, no. I think our organisation is very fast paced, decision making often happens too quick and often happen through key individuals and it is not always clear how those decisions are made, what knowledge or information was used to make those decisions. And I guess because knowledge is held by few people in large amounts other people don't always understand the context in which those decisions are made and I think because the business is fast paced, want to get places, want to be number one, we become very bad at sharing at the broader base of the business and actually documenting and institutionalising most things.
2. Uhm... there is a saying I heard which say "the fish rots at the head". So I think if you cultivate that culture in the leadership level, it would make it easy for managers to execute that culture. I think right now the leadership is very much about fast pace making decision and not embedding the institutional knowledge throughout the business as such; the managers, the managers do not see that. What you see your leaders doing is what you end up doing. I think if there is a change and the top I think it would filter down.
3. I think we are getting better in some areas. Things like product forum, client engagement forum, sales meeting and projects. There is a lot of sharing happening; not always that people listen and internalise it but there is a more than there was before and we are taking a more sharing and consolidated approach to getting a lot of information shared and projects landed. So I do think there has been [a] shift but I think there is a lot more that can be done.
4. I think the most basic is capacity. Having the time to do it and making it part of your job description, allocating it to be part of the score card. I think also the reality is knowledge transfer shouldn't be seen that you are incompetent or a stupid thing or you are stupid. There is a stigma around it. So it is to break that stereotyping. If you want to know something it's not because you are stupid but you want to empower yourself, you want to know something and want to make sure that knowledge does not rest with one person, but there is a broad base group of people that has the knowledge and the resources to understand the issues and how to properly address them.
5. Uhm... I think there is - principles or trust that we will do the right thing that is there but when it comes to procedural activities where you [are] supposed to do x and you don't do x. I think there is a gap there which needs to be worked on. But I think if we make decisions around the business we trust that people will make those decisions in the best interest of the business, the people and ultimately the clients.
6. I think again, its pockets. I think, the different teams have different ways of dealing and sharing information among each other and there are others that do not do it. So like I said earlier

culturally if it starts at the top of the business and filters down, you will not have an issue. But there is at the moment pockets of people that do it and some of them do not.

Management involvement and support

1. Give me an example of knowledge transfer initiative. (Training and assessments in client services). I think again here it comes to if you categories L&D as part of KM, then I would say definitely manager is very supportive of learning and growth if that equates to KM.
2. I think I am going to talk about myself being part of the department. So I do think there are a number of insights that the senior management brings to clients services. For an example recently we had somebody coming to present to us on how to clean data and that person used to work for old mutual, a huge success in cleaning data and how to communicating with clients better. I guess they did not have to do it but they saw any opportunity that could add value to client services and they gave some insight, which is great.
3. I do not think it's active at the moment.
4. Do we even have those sessions? Used the example made above. Ja, so the senior management has ask for feedback on whether we want to pursue speaking to him and get some ideas and also speak to some of the service providers the person has used from Old Mutual. So it's one of the things that we have to feedback at the next divco. So it is one of the action items. So it's either we agree that there is no action of which we haven't agreed and we think there is an opportunity and because there is an opportunity is about what did we learn from the interaction with man and what are the actions that we need to take and then we will track that as part of the feedback. I think at the time when the guy presented from Old Mutual he mentioned some of the learning and the impacts of what the decisions they had to make. It's again the think[ing] of risk versus cost versus benefits. So those things were discussed and I guess we asked probing questions to understand a bit better. Because as a business we always risk averse, we [are] very afraid of doing something because of that 95/5 percent of what makes the noise that the whole thing was a mess up but the fact that 95 percent was right and it's working, we do not acknowledge that. So he was just giving us a sense of comfort that sometime you cannot please everybody so if you have that 80/20 percent of success rate. 20% is a reasonable amount of failure in this project. So he gave perspective which was good for the senior management.

Rewards and recognition

1. I can only speak for the incentive scheme unless as we said earlier that KT is equivalent to L&D, then yes. In the broader business I think it is on the balance score card of the company, L&D or people. I guess things like Barret survey, NSS, and how much of the training or L&D needs you log as part of your PDP as you complete it; it is validated as part of the scorecard. So it is in a way recognised and rewarded at the end of the day.
2. I think it is expected. That is part of the culture of empowerment that we try to cultivate is that you do not want to be the person that is a bottleneck or the dependency for the project or business growing and progressing. So it is expected. And I guess ultimately it rolls up to the scorecard which we always see and recognise that.

3. That is very difficult. I do not think they can probably evaluate that.

Organisational structure

1. I think the organisational structure, the way people engage with each other; because this is a very flat, open plan kind of business and we are small - it makes it quite accessible for people. And I think there is a buy in, large, quite a very good cooperation between teams, people on the floor. And I think, this is my personal perspective, there are very good relationships with a lot of people.
2. I think if we were a little bit more hierarchical and probably bigger, uhm, there would be probably a lot more corporate block, or silos which would make it very difficult for knowledge transfer to happen outside those particular departments or areas. So, I think the bigger the organisation gets, the more bureaucracy, the more red tape there is and the more difficult it becomes to share knowledge. Besides size, I think the amount of regulation would impact how easy it is to do knowledge transfer. We do have our departments but because we are quite a small organisation there is a free flow of... you know I can go speak to you without having to go to your manager first in order to approach you. That kind of thing is not there. I think in the broader bank you will have to follow the proper protocols to go and speak to people with divisions and teams. But because we have a flat structure and our relationship are quite strong within department, I think we use the term tribes, ops, investments, and client, uhm, I think it makes it a lot easier. I do not think there are any embedments.

Infrastructure

1. No there isn't. Not to my knowledge.
2. I think, again this what I know, in particular we have MIS, we have a large database which is not accessible by the rest of the business but I also know that we have power BI, a new tool which we can access data and dashboards, etc., but it's not available and accessible to a lot [of] people which would probably benefit by using that knowledge to make decisions. And similarly I'll use legal. There is a large amount of regulation that is not shared. We want to have a process of regularly updating the business across the floor, across the teams around changes in the market, in the industry, in regulation, how it impacts us all because it's not just a legal impact but the whole business. I think there are platforms but we are not using them well enough, we not expose them enough and we are not publishing enough for people to learn and understand and have a greater understand[ing] of issues and I guess information to help make better their duties.

Closing

1. Well I do not think we have enough knowledge transfer initiatives. But I also think there is a cultural conflict. We [are] pro-sharing information, pro-knowledge transfer, pro L&D but the culture is high performance driven, get things done performance and I am not saying KT cannot happen quickly and fast. But I think everybody simulated, understands, and uses knowledge at different speeds and if your culture does not allow for that you end up being penalised for that because if you are not developing and trying to understand, your scorecard

is getting around developing than understanding. So I think there is a bit of mismatch between the two.

2. I think we can become a little bit innovative around how we do it. I do not have a clear answer. But I think maybe it is about like how you eat an elephant bit by bit. Maybe it's about bit size chunks and making people become interested. You have to teaser people, make them excited, and interesting and without feeling, a formalised knowledge transfer that you actually learn on the job without feeling intermediated in the process.
3. Uhm, capacity is one – having enough people and enough time. 2. It's an attitude thing and not being complacent around it and I think the third thing for me is to complexify or make it simple because I think sometimes we work in a very complex industry and environment and we over complexify things whereas we can make them very simple.
4. It is very much around the environment and secondly the attitude and culture towards knowledge transfer. If those factors are not properly in place, having a conducive environment that encourages knowledge transfer and the right systems and processes and the right people that will facilitate; that [is] the ultimate determinant whether you are losing or winning in the knowledge transfer space.
5. Control- people like to be in control and dependent on it. Maybe the other thing that prevents people from sharing knowledge is maybe the process is not efficient or the platforms are not efficient so it gets diluted as it goes down that people tend to be more resistant to sharing. And I think like I have mentioned the culture, as part of my scorecard is not to share knowledge but to get my job done. And if I need to make my decision around the knowledge I have, I will not try to consult and collaborate with people because it will waste my time.
6. Shhooo all of them are hopeless... no I think they are not hopeless and I think it is the factor of people's mindset and attitudes and the factor of a culture in an organisation whether it encourages knowledge transfer then anyone of those options would work... let me look at the options... I would [say] a newsletter or written report would work well if it's versed in an innovative and fun way that makes KT or learning a lot more interesting like having to learn the cold hard fact[s] and make it real and practical.