

Trans-Generation Knowledge Transfer And Its Effects On Performance Of Community Based Organizations In Rachuonyo South Sub County

Were Philip Onyango.

Abstract

Community Based Organizations and other civil society organizations in Kenya are undergoing rapid technological changes, increased scrutiny by the state and dynamic labor market hence a need to properly manage and transfer knowledge organizational development. This study therefore sought to determine the relationship between trans-generation knowledge transfer and performance in Community Based Organization. The research adopted knowledge management theory and used cross sectional survey research design to investigate the variables. The study was located in Rachuonyo South Sub County in Homabay County and targeted registered Community Based Organizations. The study employed stratified sampling to select the 450 participants. Split-half Test was used to test reliability and expert assessment was used to test validity of the Structured Questionnaire. The study found out that majority of the respondents are generation X and the most frequently used social utility to transfer knowledge is Email followed by Facebook. Majority of respondents strongly disagreed that they have a functional Knowledge Management Department/ System, however, respondents strongly agreed that geographical distance inhibits knowledge transfer. Majority of the respondents strongly agreed that when knowledge is transferred employees are effective. The study recommended that Community Based Organizations need to set up a functional knowledge management department that will coordinate knowledge acquisition, storage, use and transfer in order to benefit from this important organizational asset.

KEYWORDS: Trans-Generation, Knowledge Transfer and Performance

1. 0: Background

The current global economy is knowledge driven with a number of scholars indicating that knowledge is a major asset just like the physical facilities owned by the firm, Tahira et al (2014). This is because knowledge management increases the effectiveness of business process since it works as a network in achieving operational and strategic goals of the organization, Wambui et al (2013). However it is important to note that for organizations to achieve these competitive advantages, knowledge must continuously flow, Nonaka (1991). According to Gammelgaard (2007) Knowledge possessed by an employee should not go untapped or transferred and it is the duty of the management to provide visible mechanisms to motivate employees to share knowledge. This is because the value of knowledge grows when transferred, Bhirud et al (2005).

Research done by Wynn (2012) indicates that sharing of knowledge across employees of different age brackets have revealed that it enhances mentorship and other human resource management strategies needed for organizational development. In terms of generations, employees can be categorized in four main groups. The first group is the generation Y also known as the Ipod/ Internet/ I Gen/ Nintendo/Me First / Echo Boomers, Sue and Schofield (2010). They were born in 1981-2001, Murray (2011). They were born in a world of computers, full of confidence and seriously networked in social media by use of modern social communication application, Myers and Sadaghiani (2010). They have grown in an inclusive community with weak traditional cultural ties, exposed to vast amount of information from the media, believes in flexi work arrangement, willing to assume leadership roles and often object to skepticism, Wynn (2012). The second group is called Generation X who were born between 1977-1980, Matal (2011). These categories of employees are entrepreneurial, flexible and result based, Bozkurt (2013). Baby Boomers were born in 1946-1965, Supervision of International Dynamics Workshop Report, (2009). These categories of employees are relationship oriented, committed and competitive, Odera Horace (2013). The last category of employees is known as the silent generation/ traditionalists. They were born in 1933-1945. Most of them have retired. They are characterized by discipline, traditions, loyalty and significant knowledge legacy.

According to Oaks and Rengarajan (2002), knowledge includes information and the context that make the information resourceful. Knowledge according to Davenport and Prusak (1998) is an evolving mix of framed experience, values and insights that provides a strategy for evaluating and incorporating new experiences and information. Coulson- Thomas (2003) argues that knowledge is rare, not easily imitated and valuable thus a competitive advantage for an organization. Organizations cannot do without knowledge, Wang et al (2006). Therefore there is need to transfer and utilize knowledge for the benefit of the organization, Tsai, (2010). Knowledge transfer is the process through which one unit such as an individual employee; department or team is affected by experience of another, Argote and Ingram (2000) while knowledge sharing is the process of

recombination and revolution of knowledge, Lee and Cole (2003). The aim of knowledge transfer/ sharing is to make knowledge move from one person to another, Zaheer and Mosakowsk (2003). Knowledge transfer is the most important phase in knowledge management cycle because it promotes dissemination of useful information to employees networked in the organization and the stakeholders, Nissen, (2006). Therefore top management in the Community Based Organizations should ensure that all barriers that may hinder trans-generation knowledge transfer are limited so that employees do not leave the organization with this valuable asset.

The main goal of knowledge transfer is to catalyze and facilitate innovation so that the organization can create and capture knowledge for its own gain, Wambui et al (2013). However, for knowledge to be transferred, certain conditions must exist, Ngah and Jusoft (2009). Top in the list is employee motivation which plays a critical role. Employees must first have the drive to transfer the knowledge. This desire may be intrinsic and extrinsically motivated, Valentine (2011). Other factors include the level of technology, individual and organization factors among others, Fouzia and Bokhari (2011). Wah et al (2005) posit that employees transfer knowledge when cost is reasonable, system is compatible and when there are opportunities for growth. Some employees may fail to transfer knowledge because they feel that their peers will be promoted before them. Some do not transfer knowledge due to resistance to change while others may be reluctant to use others ideas as they believe that they will be perceived to be less creative, McKenzie and Van Winkelen (2003). It is critical to note at this juncture that before knowledge is transferred, it must be created. Knowledge creation is the process of transforming individual human resource skills into knowledge embedded into the organization, Cook and Brown (1999). Knowledge exists in tacit and explicit form, Pathirage et al (2007). Tacit knowledge exists in the mind, Polanyi (1966) while explicit exists in documents, data bases and in other explicit forms, King (2009).

In this study, the researcher concentrated on the knowledge transfer between employees of varied age groups or generations and how such transfers improve organization performance. It is critical to highlight the fact that Trans-Generation knowledge transfer in this case was loosely defined as sharing of knowledge between employees across the generation divide in the organization. The investigation mainly focused on both the tacit and explicit knowledge and how employees share such knowledge in the networks within the organization for better delivery of services to the clients. It is important to note that majority of the traditionalists have left active service, however, the researcher assumed that some of them may have been incorporated in the community based organizations as trustees or board of management.

1.2: Problem Statement

There has been an upsurge of numerous research work on mechanisms that support intra- organization knowledge transfer, Foss (2007), and how Human Resource Management Strategies can be used to overcome knowledge transfer barriers, Rabbiosi (2009). Alrawi- Ain (2007) contends that previous scholars in this field have concentrated on development and implementation of data bases, tools and technology without considering how they contribute to knowledge sharing among different generations and productivity of employees. However, very few empirical studies have been conducted on causal relationship between knowledge transfer among employees from different generations and performance in Community Based Organizations in rural areas in Kenya. According to Christesen, (2007), many organizations do not consider knowledge transfer as a key component in the organization since they argue that it is difficult to measure. However, most managers do appreciate the fact that knowledge is a resource that cannot be equated to anything else because of its value in modern economy. This research therefore was meant to highlight the enormous value derived when knowledge is transferred and present data to show the link between organizational performance and knowledge transfer.

Lastly, it is imperative to note that there is dearth literature on the effects of trans-generation knowledge transfer on employee performance in Kenya. Most of the studies reviewed have been in the developed world with samples drawn from service and manufacturing industries at the expense of the civil societies which are philanthropic in nature. Therefore this study labored to bridge this gap that was also noted by previous scholars such as Wambui et al (2013), Mosoti and Masheka (2010) and Odera Horace (2013) among others.

1.3: Research Objectives

This study was guided by the following objectives:-

- a) To determine the relationship between trans-generation knowledge transfer and performance in Community Based Organization in Rachuonyo South Sub County.
- b) To establish factors that hinder trans-generation knowledge transfer in Community Based Organization in Rachuonyo South Sub County.

1.4: Research Questions

This study answered the following questions:-

- a) What is the relationship between trans-generation knowledge transfer and performance in Community Based Organization in Rachuonyo South Sub County?
- b) What are the factors that hinder trans-generation knowledge transfer in Community Based Organization in Rachuonyo South Sub County?

1.5: Literature Review

1.5.1: Review of Past Empirical Studies

Pai and Chang (2013) studied the effects of knowledge sharing and absorption on organization innovation performance and its dynamic capabilities perspectives using questionnaire survey and found out that knowledge sharing is positively correlated with organization innovation performance. This finding echoed the findings of the study done by Wingwon (2012) who found out that knowledge acquisition and assimilation affects organizations learning and performance. Similar findings were also highlighted by the study done by King (2009) on knowledge management and organization learning. This study found out that Knowledge management to some extent enhances organization learning and performance.

Research done by Rabbiosi (2009) on organization climate and knowledge management found out that motivation plays a cardinal role in knowledge transfer and effective internal flow of knowledge depends on innovation, improved coordination and best practices. This study is reminiscent of the findings of the research done by Tsai (2010) and Doz et al (2001) who contend that intra knowledge transfer across different employees is a key strategic objective of most knowledge aggressive organizations. Rizwan (2012) studied the impact of knowledge management practices on organization performance in Pakistan and found out that knowledge sharing positively affects change and organization learning. Tahira et al (2014) conducted a study on the mediating effects of knowledge sharing between participant decision making, transformation leadership and organization performance. Results of the analysis indicated that knowledge sharing/ transfer positively affects organization performance. This finding further confirmed previous study findings by Rasula (2012). According to study done by Rasula (2012) on the impact of knowledge management on organization performance using a sample of 329 from companies in Slovenia, knowledge management positively affects organization performance.

In Kenya, Mosoti and Masheka (2010) conducted a study on knowledge management: The case of Kenya and found out that most respondents (87%) who share knowledge at workplaces in Kenya do not receive incentives on the knowledge shared. The studies also found out that majority of the firms in Kenya do not measure the effectiveness of the organization knowledge management practices. Odera Horace (2013) conducted an investigation on the effects of Generation Y Traits on project Performance in Siaya County and found out that generation Y is innovative compared to other generations. The study also revealed that majority of the respondents use social media to network with other employees at workplace.

1.5.2: Knowledge Transfer

Knowledge transfer is a major component of knowledge management. Therefore all managers should make an effort to ensure that knowledge is transferred so that it is utilized for the organizational development. According to Ngah and Jusoft (2009) and Polanyi (1966), knowledge exists in two forms, that is, tacit and explicit. Tacit knowledge is more subjectively related to individuals making it difficult to formalize and transmit, Thorpe et al (2005), Cabrera, Collins and Salgado (2006) and Wambui et al (2013) while explicit knowledge can be created, written down and easily transferred, Choi and Lee (2003) and Ingrams and Simons (2002). Wong and Radcliff (2000), Desuoza and Awazu (2006) and Egbu et al (2005) reasons out that tacit knowledge is difficult to turn into explicit and it is transferred mainly through face to face meeting, learning by doing, watching and brainstorming.

According to Rasula (2012) Knowledge has four elements, that is, accumulation, utilization, sharing/transfer and ownership. Knowledge sharing can be both formal and informal, Rasula (2012). According to Minbaeva (2007) organizations acquire knowledge through five paths, that is, internal development, purchase, externally assisted development, mergers and corporate cooperation. However for this knowledge to be considered as an asset it must be transferred to employees in the firm to utilize it. According to Nanaka (1991) knowledge spiral/ transfer have four basic patterns of interactions. These transfer patterns include externalization, socialization, internalization and combination. Knowledge transfer mechanisms include analogical, constraints violations and knowledge compilations. Analogical transfer involves retrieving, mapping and drawing inferences relevant to the situations, Chen (2002) and Catrembone (2002). Constraint violation is a procedural type of transfer, Ohlsson (1996) while knowledge compilation is a device that interprets prior declarative knowledge in a set of procedures

that can be used to solve new problems, Raines (2002).

1.5.3: Relationship between Trans Generation Knowledge Transfer and Performance

According to Ballentine and Rosenberg (2008) and Coomber (2009) generation Y use computers effectively to facilitate organization learning for improved performance. However, the greatest challenge currently facing many managers is how to ensure that generation Y effectively communicate with other generations. The main cause of inability to effectively communicate has been linked to differences in perceptions and communication styles across all the generations which normally results into conflicts at workplaces, Basset (2008). Therefore in order to ensure that knowledge is transferred across all generations at workplace the top management should be committed to the process and avail the necessary climate that facilitate the transfer. The concept of reverse mentoring should also not be ignored. This is where members of generation X, baby boomers and the silent group allow the millennial to mentor them on ICT skills. This process should be guided by mutual understanding and respect.

The effects of knowledge transfer on organization performance cannot be under estimated. This is because when knowledge is transferred, it creates a capability that enables the firms to seize opportunities and utilize it to achieve competitiveness, Liao and Wu (2010) and Minbaeva (2007). Knowledge is utilized for elaboration, infusion, innovation, learning, collaboration, problem solving, and creating dynamic capabilities, King and Lekse (2006). All these lead to improved organization performance, employee commitment and increased customer satisfaction.

According to McEvily (2003), Yang (2010) and Argote et al (2003) the level of interaction between members of different groups in a firm positively affect how knowledge is exchanged, pattern of work and productivity. This means that when employees from different age brackets share knowledge they learn skills needed to better understand their work. This results into low employee turnover, minimum conflicts and easy flow of information. Porter (1990) and Xu et al (2006) add that globalization favors those organizations that are able to create and transfer knowledge as knowledge is a measure of the firm's priceless but most important asset. Therefore the main reason why organizations implement knowledge management transfer systems is to gather, organize and disseminate knowledge for sustainable development, Bell (2001), Hefke and Kleiner (2008) and Duplessis (2007).

According to Tuan (2011) knowledge transfer influences crucial organizations outcomes such as employee performance, quality, timeliness and sustainability because it is the basis of all activities in the firm. This is because, it captures and distributes knowledge to different cadres of employees and ensure that knowledge is available for organizational learning and future users, Yang (2007). Again when knowledge is transferred, employees will not depend so much on external consultants for similar projects in future. It enhances competencies of employee thus improved organization performance, Ngah and Jusoft (2009).

1.6: Knowledge Management Theory

This study presented the basic assumptions of knowledge management theory in inter organizational setting as documented by Valentine Klaus, Magnusson Johan and Andreas Nilson (2011). This theory asserts that efficient knowledge transfer requires that parties must trust each other while transacting business, Ardichrili et al (2003). This implies that the organization should be able to create conducive atmosphere interpersonal trust and control of information for the benefit of the organization. This theory also asserts that knowledge sharing or transfer requires clear strategy, Prommier (2000). This strategy should be clear and focused with effective communication of targets in its design.

The theory contends that efficient knowledge sharing or transfer requires clarity of roles, Callon, (2001). Therefore, the person in charge of knowledge management/ systems should be known and knowledge flow should be controlled so that the right information is disseminated/ transferred at the correct time without compromising the security of the firm. This theory also emphasizes that organization culture plays a critical role in knowledge transfer, Conference Board (2000). This true because a culture that promotes sharing, hard work, respect for human dignity, human rights and teamwork enhances organizational performance. The theory also proposed that a common language should be used for efficient knowledge transfer, Barner- Rasmussen (2003). This is because language used by the employees in the organization provides the avenue for socialization, knowledge transfer and reduced conflicts. This is essential for inter personal relationships among employees of different age groups, professional cadres and managerial level.

1.7: Conceptual Framework

Literature, theoretical framework and background of the study provided a basis for the development and adoption of the conceptual framework below:-

Independent Variable

Dependent Variable

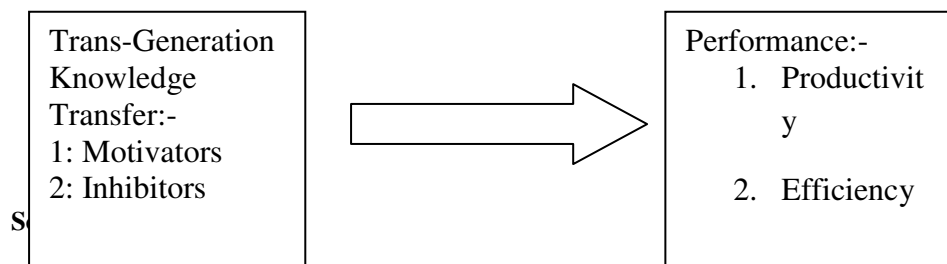


Figure 1: Conceptual Framework Showing Relationship between Trans- Generation Knowledge Transfer and Performance

In figure 1, knowledge which is the independent variable was measured by two main sub variables such as motivators and inhibitors. Motivators in this context included all the internal and external conditions within the organization, an individual, unit, department, team or group that promote knowledge transfer. Inhibitors on the other hand included all those conditions that prevent knowledge transfer. Performance which is the dependent variable has productivity and efficiency as the main sub variables. Productivity included parameters such as innovation and faster attainment of organizational goals. Efficiency was further measure by quality and low wastage, Christesen, Kaufman and Shih (2008).

2.0: Methodology

2.1: Research Design

The study used cross sectional survey research design. This cross sectional survey design was used because the researcher intended to describe and explore existing relationships between two variables (Trans- Generation Knowledge Transfer and Performance) within a short time, Kothari (2008).

2.2: Location of the Study

The study was located in Rachuonyo south sub county in Homabay County, Kenya. The sub county has approximately 100 registered Community Based Organizations. Most of the Registered Community Based Organizations are in form of self help groups. The approximate number of membership is 3500 with officials and management accounting for about 1200.

2.3: Target Population

The study targeted registered Community Based Organizations. Those organizations that were in existence but not legally registered by the relevant authorities were therefore excluded from the study. Community Based Organizations were targeted in this research because they play a critical role in community development and acts as units where people not only share ideas but also solve community problems. The study targeted only committee members and the administrators from the respective Community Based Organizations. These categories of respondents were included because they perform routine duties on behalf of members that enhance viability of the organization and knowledge transfer which was being investigated. Again, it is important to note that this study did not capture data from ordinary members who are not directly involved in administrative duties of the organization.

2.4: Sampling Size and Sampling Technique

The study employed stratified sampling technique to select the sample. This technique was used to ensure that all the sub categories are included in the survey, Kombo and Tromp (2006). The key informants included the committee members who are involved in the smooth operations of the Community Based Organization and administrators of these organizations. The total sample was 450 participants and was distributed as follows:-

Table 1: Sample Distribution

Category	Approximate Number	Sample	Percentage
Committee Members	800	300	37.5
Administrators	400	150	37.5
Total	1200	450	37.5

Source: Author, 2015

2.5: Data Collection Tools

The research adopted structured questionnaire because it allowed for posting especially for those samples drawn from Community Based Organizations located in remote areas. Structured Questionnaires are also easy to analyze and respondents freely answer questions without any compulsion or intimidation, Cooper and Schindler (2003). The questionnaire was structured in three sections with a five Point Likert Scale being used to collect data on factors that promote/ inhibit knowledge transfer and Performance in community based organizations. The questionnaire also captured demographic data.

2.6: Reliability and Validity

Split-half Test was used to test reliability of the Structured Questionnaire, Mugenda and Mugenda (2003). This was done by developing a sample item from the domain that explains the sub variables based on literature review and comparison with other standardized questionnaires used by other scholars who investigated similar topic in the past. This was administered to 30 randomly selected respondents who were further divided into two groups. Results were computed and Cronbach alpha of 0.79 was derived. Expert assessment was used to validate the tool, Kothari (2008). This was done by the researcher presenting the questionnaire to three experienced Human Resource Management and Knowledge Management Experts for critique until an agreement was reached among the experts on the content of the questionnaire. The final questionnaire was again subjected to factor analysis and alpha value of 0.77 was attained.

3.0: Research Findings

3.1: Questionnaire Return Rate

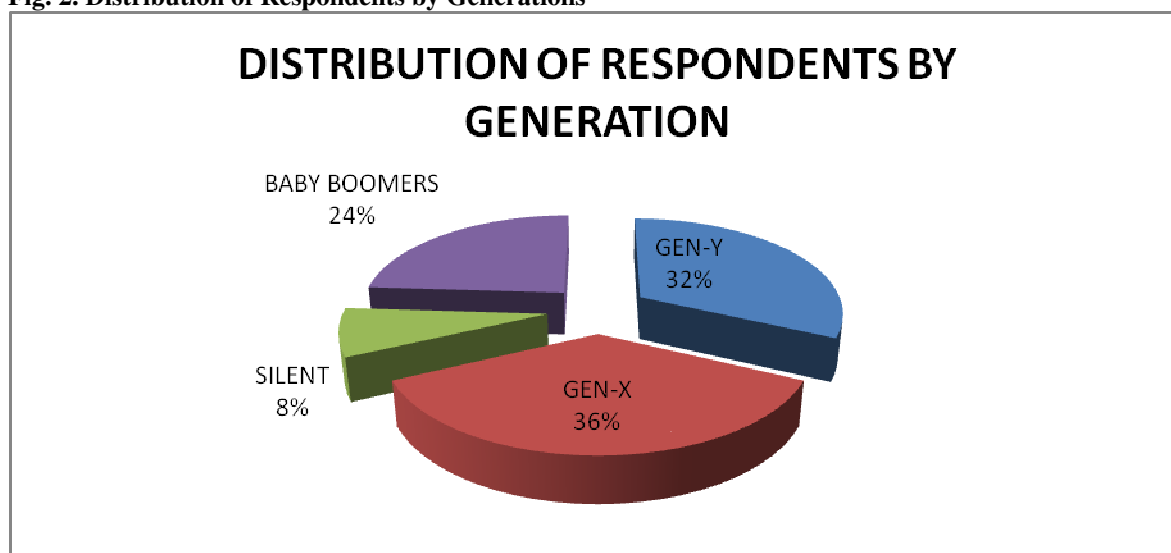
450 structured Questionnaires were issued out and 300 were returned for analysis giving questionnaire return rate of 60%. This percentage is within the acceptable limits of a good questionnaire return rate that yields valid and reliable data.

3.1.1: Demographic Data

Demographic Data were included because they were useful in profiling the different categories of respondent's by generation which was key for the study. Other details such as level of education and gender were also included to give the researcher better understanding on the characteristic of the participants.

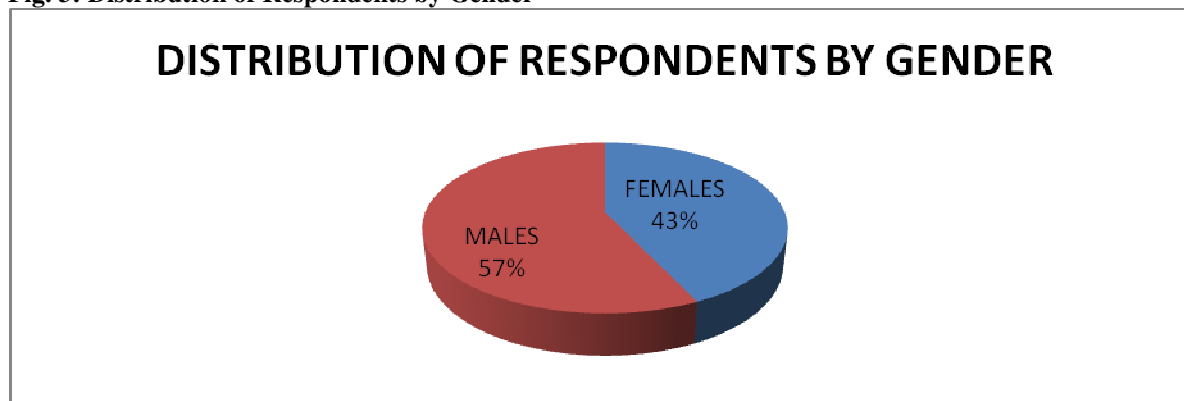
The findings were as follows:-

Fig. 2. Distribution of Respondents by Generations



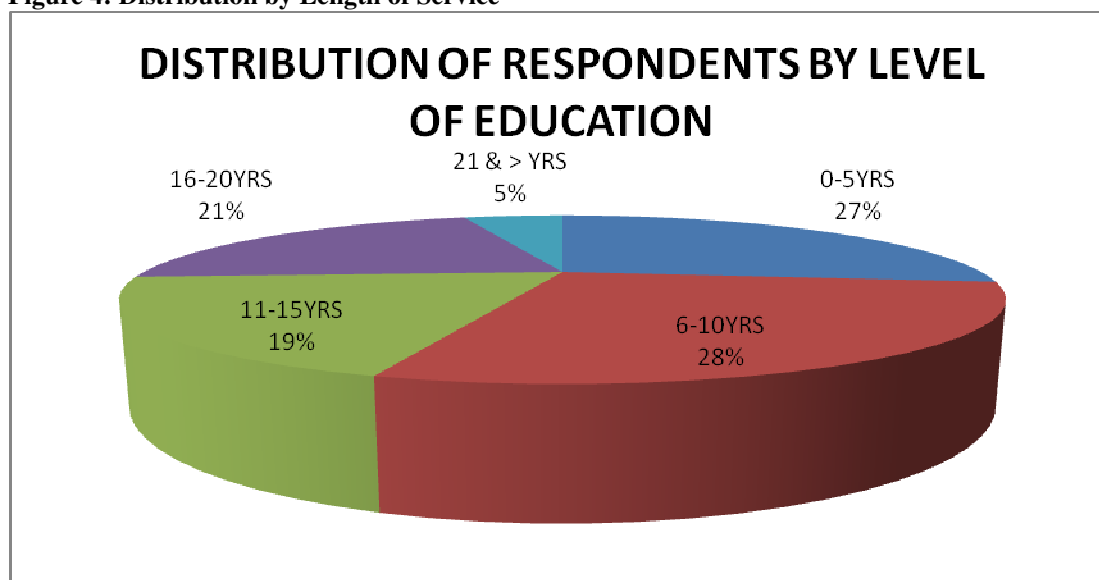
From Figure 2, majority of the respondents are generation X who accounts for 36% and the lowest is Silent Generation (8%). This finding is similar to the findings of the study done by Reed-Lewis (2005) who found out that the Silent/ Traditionalist generation accounts for about 10% of the workforce.

Fig. 3: Distribution of Respondents by Gender



From Figure 3, majority of the respondents are males (57%). It is important to note even though males are more, females are almost at par with males in places of responsibilities/ leadership. This implies that a third gender rule as explained in Kenyan constitution has brought positive effects on the management and composition of the Community Based Organizations in rural areas.

Figure 4: Distribution by Length of Service



From Figure 4, majority of the respondents indicated that they have served the organization between 6-7 years. Those who have served the organization for more than 21 years accounted for only 5% of the respondents. This is similar to the findings in Figure 1 that gave the silent group only 8% since there is similarity between length of service and age or generation.

3.1.2: Social Network

The researcher requested respondents to tick the social utility they frequently/ not frequently use and the results were as follows:-

Table 2: of Social Apps Use

Apps/ Social Facility	Frequently Used	Not Frequently Used	Do not Know
Email (Yahoo, Gmail, Hot Mail etc)	78%(N=132)	16.7%(N=50)	6.3%(N=19)
Facebook	66%(N=198)	27%(N=81)	7%(N=21)
Whatsapp	52%(N=156)	31.3%(N=94)	16.7(N=50)
Viber	7%(N=21)	11%(N=33)	82%(N=246)
Skype	52%(N=156)	33.3 % (N=94)	16.7%(N=50)
Tango	13.7%(N=41)	3% (N=9)	83.3%V (N=250)
We Chat	10.7% (N=32)	22.3% (N=67)	67% (N=201)
Instagram	29% (N=87)	19.7% (N=59)	51.3% (N=154)
Circle	23.6% (N=71)	4%(N=12)	72.3% (N=217)
Line	22%(N=66)	30% (N=90)	48% (N=144)
In	40.3% (N=121)	18% (N=54)	41.7% (N=125)
Talk	29.7% (N=89)	7.3%(N=22)	63%(N=189)
Google +	33.7% (N=101)	22%(N=66)	44.3%(N=133)

Source: Author, 2015

From table 2, the most frequently used social utility is Email (78%) followed by Facebook (66%) and WhatsApp (52%). The least used or the utility which is not known to majority of the respondents include Tango (83.3%) and Viber (82%). This study echoed the findings of Odera Horrace (2013) who found out that 55% of the employees use social media at workplace.

3.1.3: Trans- Generation Knowledge Transfer Promoters

To elicit responses, the researcher requested respondents to indicate to what extent they agreed or disagreed with the statements listed and the findings were as follows:-

Table: 3. Trans- Generation Knowledge Transfer Promoters

STATEMENT	STRONG LY DISAGRE E	SOMEHO W DISAGRE E	NEUTRA L	SOMEHO W AGREE	STRONGLY AGREE
Our Organization has a functional Knowledge management Dept/ Systems	113(37.7%)	90(30%)	30(10%)	27(9%)	40(13.3%)
Our organizations allocates fund to knowledge management Dept	120(40%)	63(21%)	70(23.3%)	30(10%)	17(5.7%)
Our organization provides incentives for knowledge Transferred	80(26.7%)	60(20%)	119(39.7%)	28(9.3%)	13(4.3%)
Our organization encourage reverse mentorship	40(13.3%)	21(7%)	36(12%)	72(24%)	95(31.7%)
Our organization encourage the use of social applications to transfer knowledge	19(6.3%)	48(16%)	87(29%)	101(33.7%)	45(15%)
Our leaders/ managers encourage us to transfer knowledge	46(15.3%)	62(20.7%)	90(30%)	84(28%)	128(42.7%)
N=300					

Source: Author, (2015)

From table 3, majority of respondents strongly disagreed that they have a functional Knowledge Management Department/ System (37.7%) and organization allocates fund to Knowledge Management Department. However, 42% of the respondents strongly agreed that their leaders/ top managers in their organization encourage them to transfer knowledge. Based on these findings it is clear that most Community Based Organization do not see the need to allocate funds for knowledge management despite the fact that knowledge is a crucial asset in any organization which needs to be properly managed and transferred for efficiency. This finding is similar to the findings of Ballentine et al (2010).

3.1.4: Knowledge Inhibitors

The respondents were requested to rate their opinions based on the statements and the findings were as follows:-

Table: 4. Knowledge Inhibitors

STATEMENT	STRONGLY DISAGREE	SOMEHOW DISAGREE	NEUTRAL	SOMEHOW AGREE	STRONGLY AGREE
Geographical Distance inhibits knowledge Transfer	13(4.3%)	24(8%)	72(24%)	73(24.3%)	118(39.3%)
Limited Knowledge affects Knowledge Transfer	31(10.3%)	32(10.7%)	51(17%)	88(29.3%)	98(32.7%)
Fear of being ridiculed affect knowledge transfer	29(9.7%)	44(14.7%)	60(20%)	93(31%)	63(21%)
Lack of ICT facilities affects knowledge Transfer	56(18.7%)	53(17.7%)	46(15.3%)	63(21%)	82(27.3%)
Fear of using others knowledge affects knowledge transfer	39(13%)	33(11%)	81(27%)	98(32.7%)	59(19.7%)
Misunderstanding affects knowledge transfer	48(16%)	42(14%)	70(23.3%)	89(29.7%)	61(20.3%)
Attitude and prejudice affect knowledge transfer	18(6%)	35(11.7%)	92(30.7%)	67(22.3%)	88(29.3%)
Poor organization climate/culture affects knowledge transfer	21(7%)	29(9.7%)	84(28%)	96(32%)	70(23.3%)
Lack of trust affects knowledge transfer	12(4%)	33(11%)	62(20.6%)	107(35.7%)	86(28.7%)
Lack of motivation affects knowledge transfer	30(10%)	49(16.3%)	99(33%)	73(24.3%)	49(16.3%)
N=300					

Source: Author, (2014)

From table 4, most respondents strongly agreed that Geographical Distance (39.3%), Limited Knowledge (32.7%), attitude and prejudice (29.3%) and lack of trust (28.7%) affect knowledge transfer. 32.7% of the respondents somehow agreed that fear of using others knowledge affects knowledge transfer. 18.7% of the respondents strongly disagreed that lack of ICT facilities in the organization affect knowledge transfer. This may be true because most transfer occur informally during socialization without the provision of ICT facilities in the organization. This finding is similar to findings of the study done by Mosoti and Masheka (2010) who found out that over 80% of the respondents do not receive incentives for knowledge shared/ transferred hence they feel demotivated to transfer knowledge again. The study also found out that 87% of the respondents did not list knowledge management practices to be part of the firm's activities. This implies that knowledge management is not well formalized in most organizations.

3.1.5: Performance

To determine the relationship between trans-generation knowledge transfer and performance, the researcher asked the respondents to indicate in the matrix to what extent they agreed or disagreed with the statements provided in the Likert Scale and the results were as follows:-

Table 5: Performance

STATEMENT	STRONG LY DISAGRE E	SOMEHO W DISAGRE E	NEUTRA L	SOMEHO W AGREE	STRONG LY AGREE
Knowledge transfer makes us effective	11(3.7%)	9(3%)	87(29%)	47(15.7%)	146(48.7%)
Our efficiency is improved when knowledge is transferred	29(9.7%)	61(20.3%)	45(15%)	66(22%)	99(33%)
Employees are productive when knowledge is transferred	2(0.7%)	55(3.7%)	65(10.6%)	101(53.7%)	77(29.3%)
Knowledge transfer enables us to complete tasks in time	27(9%)	6(2%)	126(42%)	64(11.3%)	77(25.7%)
Wastage is curbed when knowledge is transferred	44(14.7%)	25(8.3%)	96(32%)	84(28%)	51(17%)
Organization is developed when knowledge is transferred	15(5%)	24(8%)	78(26%)	81(27%)	102(34%)
N=300					

Source: Author, (2015)

From table 5, majority of the respondents strongly agreed that when knowledge is transferred employees are effective (48.7%), organization is developed when knowledge is transferred (34%), efficiency of an organization is improved when knowledge is transferred (33%), Employees are productive when knowledge is transferred (29.3%) and knowledge transfers enable employees to complete tasks in time (25.7%). This finding reflect the findings of Pai and Chang (2013) who found out that knowledge sharing, absorptive and capability capabilities accounts for 67.6% (R^2 value= 0.676) of dynamic capability.

3.1: Recommendations

The study recommends the following:-

- 1: Community Based Organizations need to set up a functional knowledge management department that will coordinate knowledge acquisition, storage, use and transfer in order to benefit fully from this important organizational asset.
- 2: The top leadership in Community Based Organizations should continue to encourage employees and members to transfer knowledge. Barriers to knowledge transfer should be minimized at all levels to facilitate smooth transfer for organizational development.
- 3: This study used lower statistical descriptive techniques that did not test existence of correlation between the variables. The study therefore recommends that further research needs to be done in this topic and test hypothesis in order to find out whether statistically significant relationships exist between the variables.

REFERENCES

- Alrawi, A. K. (2007). —Knowledge Management and the Organization's Perception: A Review. *Journal of Knowledge Management Practice*, 8(1), 32-48.
- Anderson, U., Forsgren, M., Pedersen, T. (2001). Subsidiary Performance in MNCs: The Importance of Technology Embeddedness. *International Business Review*, 10(1).
- Ardichvilli, A., Page, V. & Wentling, T. (2003). Motivation and barriers to participation in virtual knowledge-sharing communities of practice. *Journal of knowledge management*, 7(1):64-77
- Argote, L., & Ingram, P. (2000). Knowledge transfer: a basis for competitive advantage in firms. *Organizational Behavior and Human Decision Processes*, 82, 150-169.
- Argote, L., McEvily, B., & Reagans, R. (2003). Managing knowledge in organizations: An integrative framework and review of emergent themes. *Management Science*, 49, 571-582.
- Ballentine, A., McKenzie, N., Wysocki, A., & Kepner, K. (2010). The role of monetary and non-monetary incentives in the workplace as influenced by career stage. Retrieved on

2/1/2015 from <http://edis.ifas.ufl.edu/hr016>.

- Barner-Rasmussen, W. (2003): Knowledge Sharing In Multinational Corporations, Publications of the Swedish School of Economics and Business Administration, Helsingfors
- Bassett, B. (2008). Working With Generation Y. *Office Pro* 68 (2)
- Bhirud, S., Rodrigues, L., & Desai, P. (2005). Knowledge sharing practices in KM: A case study in Indian software subsidiary. *Journal of Knowledge Management Practices*. 2 (2): 83-90
- Cabrera, A., Collins, W. C., & Salgado, J. F. (2006). Determinants of individual engagement in knowledge sharing. *International Journal of Human Resource Management*, 17, 245-264.
- Callon, M. (2001). Writing and (re)writing devices and tools for managing complexity. IN: Law, J. Mol, A. (Eds), *Complexities in Science, technology and Medicine*. Duke University Press, Durham, NC, pp.191-217.
- Christensen, C. M., Kaufman, S. P., & Shih, W. C. (2008). Innovation killers. *Harvard Business Review*, 86(1), 98-105.
- Conference Board (2000): Beyond Knowledge Management, Research Report 1262-00- RR, New York.
- Cooper, D. R., & Schindler, P. S. (2003). *Business Research Methods* (8th Ed.). New York.
- Coombes, B. (2009). *Digital Natives or Digital Refugees? Why we have failed Generation Y*. Edith Cowan University Research online. Retrieved on 2/1/2015 from <http://ro.ecu.edu.au/cgi/viewcontent.cgi?article=1661&context=ecuworks>
- Davenport, T. H. & L. Prusak (2000). *Working Knowledge: How organizations manage what they know*. Boston, Harvard Business School Press.
- Desouza, K.C & Awazu, Y. (2006). Knowledge Management at SMEs: five peculiarities. *Journal of Knowledge Management*. . 10(1):32-43.
- Doz, Y. L., Santos, J., & Williamson, P. (2001). *From Global to Metanational*. Boston: Harvard Business School.
- Du, R, Ai, S., Ren, Y. (2007). Relationship between knowledge sharing and performance: A survey in Xian, China. *Expert Systems with Applications*. .32:38-46.
- Egbu .O. C., Hari, S.,and Renukappa, H. S. (2005). “ Knowledge management for sustainable competitiveness in small and medium surveying practices”.*Structural Survey*. 23(1):7-21.
- Foss, N. J. (2007). The Emerging Knowledge Governance Approach: Challenges and Characteristics. *Organization*, 14, 27-50.
- Fouzia Akram and Bokhari Rahat (2011) The Role of Knowledge Sharing on Individual Performance, Considering the Factor of Motivation. The Conceptual Framework. *International Journal of Multidisciplinary Sciences and Engineering*, 2(9): 44-48.
- Hefke, M. & Kleiner, F. (2008). *An ontology-based software infrastructure for retaining theoretical knowledge management maturity models*. FZI Research Center for Information Technologies at the University of Karlsruhe. Retrieved on 1/2/ 2015 from www.fzi.de/wia.
- Ingram, P., & Simons, T. (2002). The transfer of experience in groups of organizations: implications for performance and competition. *Management Science*, 48(12): 1517–1533.
- Keskin, H. (2005). The relationships between explicit and tacit oriented KM strategy and Firm Performance.

Journal of American Academy of Business, Cambridge Hollywood 7 (1): 169-176

King, W.R., and W. Lekse. 2006. Deriving managerial benefit from knowledge search: A paradigm shift? *Information and Management* 43(7): 874–883.

King William (2009) Knowledge Management and Organization Learning. *Annals of Information System*. DOI: 10.1007/178-1-001-1_1.

Kombo, D.K. and Tromp, D.L.A. (2006) *Proposal and Thesis Writing*. An introduction. Nairobi: Paulines Publications Africa.

Kothari C. R. (2008), *Research Methods and Techniques* (2nd ed.) New Delhi: (P) Limited,

Lee, H. & Choi, B. (2003). Knowledge Management Enablers, Processes, and Organizational Performance: An Integrative View and Empirical Examination. *Journal of Management Information Systems*, 20(1):179-228.

Lee, G.K., and R.E. Cole. 2003. From a firm-based to a community-based model of knowledge creation: The case of the Linux Kernel development. *Organization Science: A Journal of the Institute of Management Sciences* 14(6): 633.

Liao, S. H., & Wu, C. C. (2010). System perspective of knowledge management, organizational learning, and organizational innovation. *Expert Systems with Applications*, 37(2): 1096- 1103.

Gammelgaard, J. (2007). —Why Not Use Incentives To Encourage Knowledge Sharing? *Journal of Knowledge Management Practice*, 8(1): 46-58.

Madsen, T., Mosakowski, E., & Zaheer, S. (2003). Knowledge retention and personnel mobility: the non disruptive effects of inflows of experience. *Organization Science*, 14(2): 173–191.

Matal, T.W. (2011). *The Impact of Four Generations on the Leisure Organization Workplace*. U.S.A: California State University

McKenzie, J. & Van Winkelen, C. (2004). *Understanding the knowledge organization :Nurturing knowledge competence*. Thomson, London, UK.

Minbaeva, D. (2007). Knowledge transfer in multinational corporations. *Management International Review*, 47, 567-593.

Mosoti and Masheka (2010) Knowledge Management: The Case for Kenya. *The Journal of Language, Technology and Entrepreneurship in Africa*. 2(1), 103-133.

Mugenda O.M., and Mugenda, A. G. (2003). *Research Methods. Quantitative & Qualitative Approaches*. Nairobi: Press African Center for Technology Studies (ACTS)

Murray, K., Toulson, Paul., Legg, S., (2011) *Generational Cohorts expectations in the workplace: A study of New Zealanders*. *Asia Pacific Journal of Human Resources*, 49, 476-493.

Myers, K.K. and Sadaghiani, K., (2010). *Millennials in the Workplace: A communication Perspective on millennials organizational relationships and performance*. *Journal of Business Psychology*, 25, 225-238.

Ngah Rohana and Jusoft (2009) Tacit Knowledge Sharing and SMEs' Organizational Performance. *International Journal of Economics and Finance*. 1(1). Retrieved on 2/1/2015 from: www.ccsenet.org/journal.html.

Nissen, M.E. (2006). *Harnessing knowledge dynamics: Principled organizational knowing & learning*. IRM Press, London

- Nonaka, I. (1991). The knowledge creating company. *Harvard Business Review*, 69(6): 96–104.
- Pai, F.-Y., & Chang, H.-F. (2013). The effects of knowledge sharing and absorption on organizational innovation performance – A dynamic capabilities perspective. *Interdisciplinary Journal of Information, Knowledge, and Management*, 8, 83-97. Retrieved from <http://www.ijikm.org/Volume8/IJIKMv8p083-097Pai0734.pdf>.
- Pathirage, C. P., D. G. Amaratunga, and Haigh, R. (2007). Tacit knowledge and organizational performance. *Journal of Knowledge Management* 11(1): 115-126.
- Pommier, M. (2002): How the World Bank launched a knowledge management program. Retrieved on 2/1/2015 from: <http://www.knowledgepoint.com.au>.
- Porter, M. E. (1990). *The competitive advantages of nations*. London.
- Porter, M.E. & Stern, S., Council on Competitiveness. (1999). *The New Challenge to America's Prosperity: Findings from the Innovation Index*. Washington D.C.: Council on Competitiveness.
- PricewaterhouseCoopers (2009). *National Human Resource survey*. Retrieved on 2/1/2015 from <http://www.pwc.com/ke/en/publications/generation-y-survey.jhtml>.
- Rabbiosi Larissa (2009) *Organization Climate and Knowledge Management Sharing: An Individual – Level Perspective*. A Paper Presented at Summer Conference CBS- Copenhagen Business School, Denmark, June 17-19, 2009.
- Raines, C. (2002). *Connecting generations: The sourcebook for a new workplace*. Berkeley, CA: Crisp. Retrieved on 5/1/2015 from <http://www.generationsatwork.com/articles/millennials.htm>.
- Rasula Jelena, Vesna Bosilj and Mojca Indilhar (2012) The Impact of Knowledge Management on organization performance. *Economic and Business Review*. 14(2): 147-168.
- Rizwan Quiser Danish (2012) Impact of Knowledge Practices on Organization Performance: An Evidence from Pakistan. *International Journal of Scientific and Engineering Research*. 3(8): 1-16.
- Sue, H. and Schofield, C.P. (2010). *Generation Y and Learning*. Retrieved on 10/1/2015 from <http://www.ashridge.com/Website/IC.nsf/wFARATT/pdf>.
- Tahira Nazir and Khalid Zaman (2014) Mediating Effect of Knowledge Sharing between Participative Decision Making, Transformative Leadership and Organization Performance. *Journal of Management Info*. 1(1): 1-12.
- Thorpe, R., Holt, R., Macpherson, A. & Pittaway, L. (2005). Using knowledge within small and medium-sized firms: A systematic review of the evidence. *International Journal of Management Review*, 7(4): 257-281.
- Tsai, M. T. (2010). Innovation capability and performance in Taiwanese Science Parks: Exploring the moderating effects of industrial clusters fabric. *The International Journal of Organizational Innovation*, 2(4): 80-103.
- Tuan, L. T. (2011). Human Resource Management in Knowledge Transfer. *International Business and Management*, 2 (2); Retrieved on 7/1/2025 from www.cscanada.org
- Valentine, C. (2011). Knowledge Transfer – What is it and why is it important? Retrieved on 12/1/2015 from: <http://www.typepad.com/services/trackback>.
- Valentine Klaus, Johan Magnusson Andreas Nilsson (2011) *Knowledge Management Theory in Inter organizational Settings*. Retrieved on 30/1/2015 from: www2.warwick.ac.uk.

- Wah, C.Y., Menkhoff, T., Loh, B., & Evers, H. (2005). Theorizing, Measuring and Predicting Knowledge Sharing Behavior in Organizations – A Social Capital Approach. *Proceedings of the 38th Hawaii International Conference on System Sciences*. Hawaii.
- Wang, E. T. G., Ying, T. C., Jiang, J. J., & Klein, G. (2006). Group cohesion in organizational innovation: An empirical examination of ERP implementation. *Information and Software Technology*, 48(4): 235–244.
- Wingwon, B. (2012). Effects of entrepreneurship, organization capability, strategic decision making and innovation toward the competitive advantage of SMEs enterprises. *Journal of Management and Sus-tainability*, 2(1), 137-150.
- Wong, W.L.P & Racliffe, D.F. (2000). The Tacit Nature of Design Knowledge. *Technology Analysis and Strategic Management*. 12(4): 493- 512
- Wambui Tabitha, Wangombe James and Muthara (2013) Linking Human Resource Management to Knowledge Transfer for Organization Development. *International Journal of Business and Social Science*. 4(12), 169-183.
- Wynn, E. (2012). *Generation Y within the Workforce: The Potential Conflicts of This Cohort and Its Impact on Organizations*. Retrieved 8/1/2015 from <http://voices.yahoo.com/generation-y-within-workforce>.
- Xu, J., Gao, Y., Christley, S., Madey, S., 2005. A topological analysis of the open source software development community. In: IEEE Proceedings of the 38th Hawaii International Conference on System Sciences.
- Yang, J. (2007). The impact of knowledge sharing on organizational learning and effectiveness. *Journal of Knowledge Management*. 11(2): 83-90.
- Yang, J. T. (2010). Antecedents and consequences of knowledge sharing international tourism hotels. *International Journal of Hospitality Management*, 29, 45-52.

The IISTE is a pioneer in the Open-Access hosting service and academic event management. The aim of the firm is Accelerating Global Knowledge Sharing.

More information about the firm can be found on the homepage:

<http://www.iiste.org>

CALL FOR JOURNAL PAPERS

There are more than 30 peer-reviewed academic journals hosted under the hosting platform.

Prospective authors of journals can find the submission instruction on the following page: <http://www.iiste.org/journals/> All the journals articles are available online to the readers all over the world without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. Paper version of the journals is also available upon request of readers and authors.

MORE RESOURCES

Book publication information: <http://www.iiste.org/book/>

Academic conference: <http://www.iiste.org/conference/upcoming-conferences-call-for-paper/>

IISTE Knowledge Sharing Partners

EBSCO, Index Copernicus, Ulrich's Periodicals Directory, JournalTOCS, PKP Open Archives Harvester, Bielefeld Academic Search Engine, Elektronische Zeitschriftenbibliothek EZB, Open J-Gate, OCLC WorldCat, Universe Digital Library, NewJour, Google Scholar

