

## Knowledge management jobs in Kenya: a functional analysis

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### Abstract

*Rationale of study* – Most organisations in Kenya face challenges integrating the knowledge management function in their structures due to the lack of a clear understanding of what knowledge managers should do. Consequently, there currently exist varied, unpredictable and often shallow job descriptions associated with knowledge managers.

*Methodology* - The researchers conducted a functional analysis of knowledge management jobs in Kenya in an effort to establish the general job titles used to refer to knowledge management specialists; ascertain their position in the organisational structure; explore their job responsibilities and requirements; as well as understand any special requirements associated with knowledge management roles. Data was obtained through a content analysis of job advertisements carried in the *Daily Nation* and *Standard*, which are the leading newspapers in Kenya, in 2013 and 2014. Additional data was also obtained from online job advertisement platforms.

*Findings* - Most organisations in Kenya do not have a good understanding of what knowledge management specialists do. Consequently, existing knowledge management positions have ambiguous and diverse job descriptions and requirements.

*Implications* - The findings of this study can be used by organisations in Kenya to develop appropriate knowledge management job descriptions for knowledge management professionals. The findings may also be used by the relevant training institutions to develop and deploy relevant curricula to equip the potential knowledge management professionals with the requisite skills.

*Originality* - The researchers propose a model job description for knowledge management specialists which may be applied by organisations in Kenya and beyond.

### Keywords

Knowledge management, job analysis, job description, job requirements, functional analysis, Kenya

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## 1 Introduction

Dalkir (2011) explains that hundreds of definitions of knowledge management exist in diverse scholarly and social literature. He further explains that knowledge management suffers from what he terms as the “Three Blind Men and an Elephant” syndrome in which every person defines it from their own perspectives leading to myriad and sometimes contradicting definitions. For the purpose of this paper, the authors define knowledge management as the multifaceted mix of strategies, techniques and tools which organisations, groups or individuals utilise to generate optimum value from their intellectual assets. Beijerse (1999) explains that the essence of knowledge management is to achieve organisational goals through strategy-driven motivation and facilitation of workers to develop, enhance and use their capability to interpret data and information by using available sources of information, experience, skills, culture, and character. Thus, organisational knowledge management involves identifying, capturing, structuring, leveraging and sharing an organisation’s intellectual assets to enhance its performance and competitiveness. Earl (2003) argues that the core knowledge management practices in an organisation include leadership, knowledge capture and acquisition, training and

mentoring, policies and strategies as well as communication and incentives.

Knowledge management is not only a collaborative and multidisciplinary process; it is also human centred (Brooking, 1999). It is no wonder that Gery (1991) explains that knowledge management uses a “surprising mix of strategies” such as storytelling, peer-to-peer mentoring and techno-based knowledge systems, among others. Ruggles and Holtshouse (1999) further explain that the key attributes of knowledge management include generating new knowledge; accessing valuable knowledge from outside sources; using accessible knowledge in decision making; embedding knowledge in processes, products and services; representing knowledge in documents, databases and software; facilitating knowledge growth through culture and incentives; transferring existing knowledge into other parts of the organisation and measuring the value of knowledge assets and/or the impact of knowledge management.

Several scholars have proposed diverse dimensions to elucidate what knowledge is. One of these is the dichotomy between the tacit and explicit knowledge (Sanchez, 1999). Whereas tacit knowledge is perceived to represent the internalised un-codified knowledge, explicit knowledge represents

knowledge that the individual holds consciously in mental focus, in a form that can easily be communicated to others (Alavi and Leidner, 2001). Nickols (2010) also argues that knowledge can also be implicit. He explains that this is knowledge which can be articulated but has not been articulated; it is implied or inferred from observable behaviour and performance. On the other hand, Hayes and Wesham (2003) propose a content/relational perspective of knowledge and knowledge management. In this school of thought, content perspective suggests that knowledge is easily stored because it may be codified, while the relational perspective recognises the contextual and relational aspects of knowledge which can make it difficult to share outside the context in which it was developed. Still, Sensky (2002) proposes a distinction between embedded and embodied knowledge. He describes the former as knowledge outside a human individual and the latter as knowledge representing a learned capability of a human body's nervous and endocrine systems.

Regardless of the perspectives outlined above, knowledge is perceived as a blend of experience, insights, expertise, intuition and judgment that exist in the mind of the knower (Cheruiyot, Jagongo and Owino 2012); understanding gained through experience or study enabling an individual to perform a

specialised task (Awad and Ghaziri 2007); fluid mix of framed experience, values, contextual information, and expert insight that provides a framework for evaluating and incorporating new experiences and information (Davenport and Prusak 1998); and subjective and valuable information that has been validated and that has been organised into a mental model used to make sense of the world and which typically originates from accumulated experience and incorporates perceptions, beliefs and values (Dalkir 2011).

Effective knowledge management enables an organisation to enhance its efficiency, continuity and market position by operating intelligently and profitably through improved decision making, communication and synergy between key publics. Effective knowledge management also facilitates an organisation to respond appropriately and promptly to emerging customer needs and wants; identify and mitigate risks; streamline operations; encourage innovation and creativity; enhance team collaboration and coordination; improve change management and adaptation; avoid waste and duplication; as well as improve its key competencies through effective knowledge creation and transfer (Mosoti and Masheka, 2010; North and Hornung, 2003; Wang and Belardo, 2009). Organisations achieve these benefits by creating, growing and perpetuating

knowledge assets such as ideas, information, memory, technical knowhow, image and reputation, business processes and techniques, as well as intellectual and commercial property rights (Abrahamson and Goodman-Delahunty, 2014; Gold, Malhotra and Segars, 2001; Mosoti and Masheka, 2010).

The contribution of effective knowledge management programmes to development has been recognised for over a decade (Drucker, 1991). Indeed, available literature (Arbache and Page, 2007; Misra, 2007; Wiig, 2002) indicate that most of the developed countries have already embraced knowledge management and are reaping its benefits. However, the developing countries, like Kenya, are yet to make any meaningful headway in the use of knowledge management for socio-economic development (Ikoja-Odongo, 2006; Mbalati, 2014; Nava, 2007; Yum, 2007). Some of the challenges impeding widespread adoption of knowledge management in developing countries especially in Africa include inadequate infrastructure, meagre financial resources, inappropriate political goodwill, incompetent human resources and derisory policy frameworks, among other factors (Mbalati, 2014; Ondari-Okemwa, 2004).

## **2 Statement of problem**

As highlighted above, most of the organisations in developing countries face many challenges in their knowledge management initiatives. One of the major challenges is the lack of a clear understanding of how to seamlessly integrate the knowledge management function into the organisational structure (Darroch, 2005). This challenge is further exacerbated by the fact that knowledge management only developed as profession in the recent past (Al-Hawamdeh, 2003). Consequently, there exists a diversity of perceptions about what knowledge managers do or should do. This confusion, for instance, is exemplified in the existence of varied, unpredictable and often shallow job analysis and descriptions associated with knowledge managers. Although this confusion reigns globally, it is more serious in developing countries.

Maingi (2007) conducted a survey on the knowledge readiness of organisations in Kenya and concluded that many organisations still did not know what knowledge management entails or what it means to them. He also concluded that most of the existing knowledge management initiatives in Kenya were being pushed by multinational and not the local companies. He recommended that there is need to create awareness about what knowledge management is and its potential

benefits in enhancing organisational competitiveness. One way of creating an awareness of and contributing to a clear understanding of knowledge management is harmonising the understanding of what knowledge management specialists do. Unfortunately, many organisations in Kenya do not have comprehensive job descriptions for their knowledge management function. Consequently, a critical gap exists between what knowledge managers ought to do and what they actually do. This situation ultimately leads to poor performance of the knowledge management roles.

### **3 Research objectives**

The purpose of this study was to conduct a functional analysis of knowledge management jobs in Kenya. The specific objectives were to establish the general job titles used to refer to knowledge management specialists; ascertain their position in the organisational structure; explore their job responsibilities and requirements; and identify any special requirements associated with knowledge management roles in organisations in Kenya. The researchers also purposed to ultimately propose a model job description for knowledge specialists which may be adopted or adapted by organisations in Kenya and beyond.

### **4 Research questions**

This study sought to answer the following questions:

1. What are the job titles associated with knowledge management functions in Kenya?
2. What is the position of the knowledge management function in organisational structures in Kenya?
3. What job responsibilities do knowledge management specialists in Kenya perform?
4. What special skills, competencies and other attributes do knowledge management specialists require to perform their roles?

### **5 Conceptual framework**

The researchers used the Functional Job Analysis (FJA) framework to explore the job roles and essential attributes of knowledge management specialists in Kenya. Moore (1999) explains that the FJA was developed by Dr. Sidney Fine in the 1960s to provide a mechanism and scales to assess the universe of objects to which workers relate in their work settings. The essential objects were identified as data, people and things. He explains further that workers relate to these objects by using their skills and abilities in their respective domains of mental (cognitive), interpersonal,

and physical functioning. Three other factors representing the requirements of work in the use of general educational abilities of reasoning, mathematics and language are also used.

Moore (1999) explains that FJA is a systems approach for understanding work. He explains further that the system is conceptualised as consisting of three components: the worker, the work, and the work setting. He argues that all jobs exist within and are defined by these perspectives. Worker characteristics include qualifications, experience, education, and training. The nature of the work is defined by the functions, sub-functions, activities and tasks as well as by the functional requirements of each task in relation to data, people, things, reasoning, math, language, worker instructions, performance standards and training content. The definition of the work setting is derived from its purpose, goals, objectives, resources, and constraints designed to achieve certain outputs. He concludes that all the three components are constantly interacting to achieve productivity, worker growth (career development and increase in skills) as well as efficient and effective output. In the current study, the researchers used this conceptual framework to understand what knowledge management specialists do or should do; using what tools, materials and aids; upon whose

instructions; in what environmental contexts; and with what results.

## **6 Methodology**

This study was designed as an exploratory survey. This is a methodological research approach used to investigate emerging research problems which have not been clearly defined (Saunders *et al.*, 2007). The cardinal purpose of exploratory research is to gain familiarity with a phenomenon or acquire new insight into it without necessarily making conclusions about it (Brown, 2006). Exploratory research often uses secondary data such as existing literature or datasets. Stebbins (2001) emphasises the concept of concatenated exploration and argues that exploratory researchers utilise discovery and serendipity to explore and gain valuable insight into the research problems.

The researchers used an exploratory approach because knowledge management is a relatively new profession with several unclear issues. The choice was also based on the fact that the nature and structure of the knowledge management function in an organisation still remains fuzzy and has not attracted substantial research. Data was obtained through content analysis of job advertisements carried in the *Daily Nation* and *Standard*, which are the leading newspapers in Kenya, in 2013 and 2014. Additional data was obtained from the popular

online job advertisement platforms like Kenyan Jobs blog (<http://kenyanjobs.blogspot.com>), Kenya Jobs portal (<http://www.kenya.newjobvacancies.org>) and BrighterMonday (<http://brightermonday.co.ke>). The data was analysed using descriptive statistics. This analysis technique was chosen because it enabled the authors to summarise, interpret and describe the data in a way that reveals their meanings within the context of the study.

## **7 Findings and discussions**

The findings of the study are presented and discussed hereunder.

### *7.1 General trends*

The researchers found a total of sixty job adverts related to knowledge management roles in Kenyan media in the two years reviewed. Sixteen knowledge management jobs were advertised in 2013 while 44 were advertised in 2014. The 2014 statistics indicate a 275% growth on the 2013 figure. This growth seems to point to an increasing appreciation of the significance of knowledge management in organisations in Kenya. Whilst it is not possible to exactly predict the future trends of this phenomenon, it is expected that more organisations will establish knowledge management positions as the function becomes more accepted. Therefore, it is likely that more

knowledge management positions will be created and advertised in Kenya in the future. This finding is in tandem with global trends which indicate that knowledge management is increasingly permeating all organisations. Indeed Jelenic (2011) asserts that knowledge management has become a vital survival strategy for modern businesses. This view is also supported by several other scholars (Akhavan, Jafari and Fathian, 2005; Chaudhry, 2003; Owen, 1999) who predict that the value of knowledge management will increase exponentially as the society moves towards a knowledge economy.

The majority (60%) of the job adverts were placed by non-governmental organisations. However, it is notable that 22 (37%) of the job adverts were placed by county governments. This too is an indication of the increasing appreciation of the role of the knowledge management function in effective governmental operations. The relatively high number of county government knowledge management job adverts may also have arisen from the fact that these governments are new (established after the March 2013 general elections) and are creating and filling several new positions to enable them to deliver services. It is also probable that the county governments are merely imitating each other without taking serious consideration of what

knowledge management is and its potential impact on their operations. Nonetheless, it is encouraging that the new county governments are ready to invest in knowledge management early in their lives. This scenario presents a great potential for exponential growth and domestication of knowledge management in government institutions in Kenya in the future.

It is also noteworthy that none of the job adverts came from the private sector. This may be an indication of a lack of good understanding of knowledge management and its potential benefits for profit making organisations. It is also possible that most of the private organisations in Kenya have embedded knowledge management in other job functions to the extent that it is not easy to notice them. This approach may be motivated by the need to cut costs or keep business strategies confidential. In spite of the correct attribution of the situation, there seems to be a greater need to sensitise the private sector in Kenya of the potential benefits they may realise by embracing knowledge management. These findings concur with other studies (Baporikar, 2014; Cong and Pandya, 2003; Riege and Lindsay, 2006) which concluded that knowledge management is developed better as a management philosophy in the public than in the private sectors. McAdam and Reid (2000) explain that this scenario has been caused by

the continual pressure for increased efficiency, reduced resources and improved quality within the public sector.

### *7.2 Job titles*

The majority (15%) of the advertised knowledge management jobs focused on research as the main theme in their titles. The other anchoring themes included monitoring and evaluation (13%), programmes (12%), policy (10%), communication (8%), records management (8%), ICT/Web management (7%), information management (5%), knowledge management (3%), and geographical information systems (GIS) management (3%). The other themes which featured but only in one advertisement included quality management; planning and strategy; executive director; database management; research, public relations and education management; as well as learning, evaluation and achievement. It is noteworthy that only two job advertisements had knowledge management as the central theme in the title. Figure 1 represents these findings.

Most (72%) of the advertised jobs did not indicate the departments in which the prospective knowledge management specialists would work. Of the adverts which indicated the departments, the majority (24%) were to work in programmes. The other indicated departments included the Chief Executive's



office (18%); monitoring and evaluation (18%); research (12%); human resource and administration (12%); finance (12%); as well as policy and partnerships (6%).

These findings indicate that most of the knowledge management jobs in organisations in Kenya do not have knowledge management in their titles. This implies that most of these jobs may be combining many functions of which knowledge management is just one. The findings may also be an indicator of the fact that many organisations do not understand what knowledge management is and may be undertaking knowledge management without knowing it or designating it so. While it is encouraging to note that knowledge management features in these jobs, the fact that it is not prominent in most of the

advertisements may confuse the potential applicants leading to a low response or inappropriate applications. These findings demonstrate that knowledge management still has a long way to grow as a profession in Kenya. The situation is different in developed countries where specific titles have been adopted to describe knowledge management jobs at different levels. At the apex is Chief Knowledge Officer (CKO), Chief Information Officer (CIO) or Chief Learning Officer (CLO). Other titles which have been widely used include Knowledge Management Specialist, Knowledge Management Coordinator, Knowledge Management Officer, Knowledge Management Analyst, Knowledge Management Advisor and Business Intelligence Analyst, among others (Darroch, 2005; McKeen and Staples, 2004; Owen, 1999).

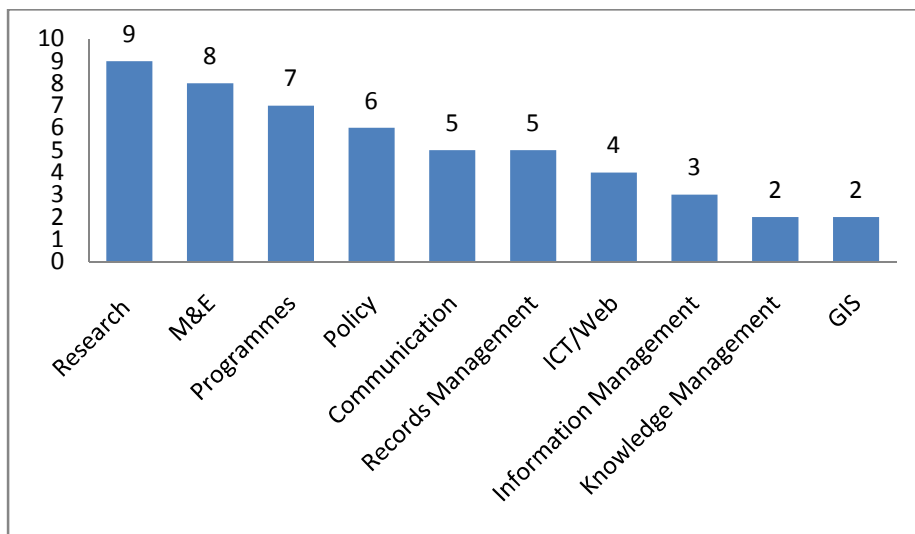


Figure 1: Focus of knowledge management job titles in Kenya

### *7.3 Position in organisational structure*

Most of the advertisements did not indicate the position of the advertised jobs in the organisational structure. Similarly, most of them did not indicate the relevant reporting structures. However, the researchers noted that most of the jobs were officer-level positions. Except for a few cases, like one advert seeking an executive director, most of the jobs were non-managerial positions.

These findings give the impression that most organisations in Kenya do not perceive knowledge management as a managerial job. Conversely, they perceive it as a low-level position filled by officers performing less-strategic technical roles. This perception may be a major challenge to the effective performance of some knowledge management roles especially the aspects which involve strategy development as well as performance management which may not be performed well by low-level officers. These findings are in contrast with the global practice in which knowledge managers are considered as senior managers. As McKeen and Staples (2004) suggest knowledge managers globally are generally well educated and seasoned professionals reporting directly to the Chief Executive Officer. Whereas knowledge management officers may not necessarily be in the senior management teams of all

organisations, they are likely to perform better if they are at least in the middle management level.

### *7.4 Job responsibilities*

The job responsibilities mentioned in the advertisements are varied and haphazard. However, they can be categorised as below:

1. Monitoring and evaluation;
2. Project report writing and dissemination;
3. Records management and information security;
4. Research and dissemination of research findings;
5. Community mobilisation, engagement and learning;
6. Documentation and data management;
7. Development and implementation of relevant strategies and policies;
8. Networking, partnerships and alliance building;
9. Analysis, documentation and dissemination of project results, lessons learnt and best practices;
10. Development and enforcement of compliance with strategic plans, budgets, forecasts and annual work plans;
11. Establishment and management of an information resource centre;

12. Media relations;
13. Business analysis and performance management;
14. Publications management;
15. ICT systems support;
16. Development and management of databases;
17. Quality control and management;
18. Training and capacity building;
19. Creation, editing and maintenance of content on electronic communication platforms;
20. Provision of technical assistance.

In all the job adverts, the job responsibilities were not structured according to areas of focus such as administration, communication and networking, monitoring and evaluation, research, project and performance management, strategic management or learning. Specific biases were also noted in all cases where the advertised positions seemed to focus more on particular functions such as monitoring and evaluation, communication and ICTs only in spite of being considered as knowledge management.

These findings indicate the lack of standardisation of job responsibilities of knowledge managers in Kenya. This scenario is not unique to Kenya alone. Knowledge managers seem to be asked to develop their

own job descriptions. In the words of McKeen and Staples (2004), they are asked to “roll their own” job descriptions which results in a wide variety of responsibilities. Although it is not possible to achieve a complete uniformity in terms of knowledge management job responsibilities in any country, there should be some degree of standardisation especially on the fundamental roles, responsibilities and requirements. The serious lack of standardisation witnessed in Kenya can be attributed to the low stage of development of knowledge management as a profession in Kenya; lack of a good understanding of what knowledge management really entails; and a poor understanding of the potential and actual benefits of knowledge management to organisations in Kenya. There is need, therefore, for concerted efforts to sensitise organisations of what knowledge management is as well as what knowledge managers in Kenya do or should do. A good understanding of these issues would enable organisations to create knowledge management positions and responsibilities which have a high potential to contribute effectively to their corporate performance. Similarly, a common understanding of what knowledge management really means for organisations in Kenya would also aid the development and use of

standardised knowledge management job descriptions.

### *7.5 Job requirements*

According to the reviewed adverts, the applicants also needed the following:

1. Familiarity with databases and statistical analysis packages;
2. Experience with monitoring, evaluation and research;
3. Programme development, implementation and organisation skills;
4. Project design and project cycle management;
5. Geographic, programmatic and contextual experience in developing countries;
6. Experience in networking, resource mobilisation and socio-economic development;
7. Management, leadership and mentoring skills;
8. Design and production of communication materials;
9. Proficiency in a language (English and/or French);
10. Writing and editorial skills;
11. ICT and web publishing skills; and
12. At least 3-5 years' prior experience in a similar position.

Some of the job advertisements did not indicate the educational requirements of the applicants. However, where it was indicated most (17) of the adverts sought Bachelor's level candidates while a substantial number (13) required Master's degrees as the minimum qualification for the positions. There were also some (4) jobs which required Diploma and (3) Certificate levels of training. Even where the minimum educational level was indicated, most of the adverts did not show the specific areas or disciplines of study. Nonetheless some reference was made to business administration, economics, social sciences, statistics, records management, development studies, information technology, library and information science, political science, communication, journalism, public administration, international relations, computer science, actuarial science, agricultural economics, rural development, information systems, as well as public policy and governance. Virtually every advertisement came with a different set of educational requirements. Therefore, it was not possible to categorise them meaningfully. Importantly, none of the adverts made any reference to specific academic or professional training in knowledge management.

These findings point to a confusion about the job scale of knowledge managers in Kenya. They also demonstrate an inadequate understanding

of the level of skills required for knowledge management work in Kenya. The multi-disciplinary nature of knowledge management, as indicated earlier, is also demonstrated by the lack of a prescription of specific areas of study for the targeted applicants of the advertised jobs. The fact that none of the adverts required specialised training in knowledge management indicates a lack of awareness of the existing academic or professional training programmes in knowledge management in Kenya. The indication of Diploma and Certificate level training as an educational requirement in some advertisements implies that some organisations perceive knowledge management to be a clerical job which does not need advanced education. This perception may be anchored on the belief that everyone is engaged in one form of knowledge management or the other. It may also be attributed to the understanding that some of the greatest innovators in the recent past who are perceived to have succeeded in knowledge creation do not have a college level education. The argument is that knowledge management is rather obvious and that no one needs college education to succeed in it.

#### *7.6 Other requirements*

Some of the advertisements indicated other special requirements the potential applicants needed to have so as to be considered for the positions. The requirements included

proficiency in SPSS and the other statistical packages; membership to an ICT professional association; a good understanding of public policy analysis with evidence of published articles on the relevant issues; facilitation skills; experience with remote sensing and global positioning systems (GPS); experience with data entry and non-quantifiable information; networking and alliance building skills; excellent network of industry contacts; proven ability to effectively manage relations with the media, government representatives and community groups; web design, development and publishing skills; and compliance with the requirements of Chapter Six of the Constitution of Kenya (2010) relating to the ethics of public officers.

None of the advertisements provided requirements relating to the personal attributes of effective knowledge management specialists. This was a major omission because effective knowledge managers require certain personality attributes. Some of these attributes may include problem solving orientation; analytical mindset; curiosity; emotional intelligence; resilience; keenness to details; commitment; personability; integrity; flexibility; tolerance; good communication and interpersonal skills; goodwill; positive attitude; sensitivity; and leadership qualities (Dalkir

2011; Leibowitz, 2002; McKeen and Staples 2004).

### 8 Conclusion

The findings of this study indicate that most organisations in Kenya do not have a good understanding of what knowledge managers do. Consequently, existing knowledge management positions have ambiguous job descriptions and requirements. Similarly, the position of knowledge management function in organisations in Kenya is fairly low, a fact which is likely to diminish its impact on organisational performance.

Using the capability maturity model as proposed by Paulk *et al.* (1995), most organisations in Kenya are in either the chaotic or ad hoc phases of maturity and still have several rungs to climb. These knowledge maturity phases are generally characterised by non-cohesive organisational culture; vague leadership structure; undefined or poor

decision making structure; and undefined operation model.

### 9 Recommendations

There is need for extensive awareness creation about what knowledge management is; its potential benefits to organisations; its role in enhancing organisational effectiveness and performance; as well as the day-to-day responsibilities knowledge management specialists shoulder. There is also a need to standardise knowledge management job descriptions in Kenya as a means to enhancing the effectiveness of knowledge specialists in the country.

### 10 Model job description for knowledge managers in Kenya

Based on the findings above, the researchers propose the job description below as a model for typical knowledge management managers in Kenya.

<b>Job Title</b>	Knowledge Manager*
<b>Reports to</b>	Chief Executive Officer
<b>Level</b>	Senior Management
<b>Job objective</b>	To strategically create, manage, grow, share and perpetuate the organisation's intellectual capital
<b>Key responsibilities</b>	1. Develop and implement an appropriate knowledge management strategy for the organisation;

	<ol style="list-style-type: none"> <li>2. Develop and enforce policies which facilitate and motivate effective knowledge creation, sharing and learning;</li> <li>3. Identify, map and maintain an inventory of the organisational knowledge assets;</li> <li>4. Develop, implement and monitor knowledge management work plans;</li> <li>5. Develop, deploy, manage and promote suitable knowledge management systems and platforms;</li> <li>6. Organise and host regular learning and knowledge sharing forums in collaboration with relevant departments in the organisation;</li> <li>7. Stimulate the creation, sustenance and effective operation of knowledge communities and networks;</li> <li>8. Establish and encourage the use of physical and digital information systems and resource centres;</li> <li>9. Create and sustain an environment which is conducive for effective knowledge creation, sharing and learning;</li> <li>10. Strengthen the institutional capacity of the organisation to generate and absorb new knowledge; and</li> <li>11. Monitor, measure, and evaluate the performance of the organisation and generate appropriate reports.</li> </ol>
<b>Key competencies</b>	<ol style="list-style-type: none"> <li>1. Expert understanding and familiarity with the latest knowledge management processes, techniques and tools;</li> <li>2. Familiarity with knowledge management theories, models and frameworks;</li> <li>3. Proficiency in knowledge auditing, mapping, elicitation and representation;</li> <li>4. Proficiency in relevant ICT tools, techniques and platforms applicable in knowledge management;</li> <li>5. A good understanding of information organisation and management techniques and tools;</li> <li>6. Advanced training, facilitation and capacity strengthening skills;</li> <li>7. Good interpersonal competencies including communication, negotiation,</li> </ol>

	<p>networking, persuasion, advocacy and alliance building skills;</p> <p>8. Project management, monitoring and evaluation, report writing and presentation skills;</p> <p>9. Competence in desktop and web publishing as well as on social networking media channels; and</p> <p>10. Capacity to measure the impact of knowledge generated by the organisation through scientometrics, bibliometrics and other methods.</p>
<b>Experience</b>	At least three years
<b>Education</b>	At least a Bachelor's training in Knowledge Management or a university undergraduate degree in a relevant discipline with a postgraduate training in Knowledge Management.
<b>Qualities</b>	<ol style="list-style-type: none"> <li>1. Creative, curious, and eager to learn;</li> <li>2. Pragmatic, highly organised and a self-starter;</li> <li>3. Analytic mind and problem solution orientation;</li> <li>4. Adaptable and able to manage change;</li> <li>5. Mature, independent and level-headed;</li> <li>6. Tactful, diplomatic and personable; and</li> <li>7. Active member of a relevant professional body.</li> </ol>

\*This model job description is primed for an average organisation with only one knowledge manager.

### 11 Implications of the findings

The findings of this study can be used by organisations in Kenya to develop appropriate knowledge management job descriptions for knowledge management professionals. The findings may also be used by training institutions to develop and deploy relevant curricula and other capacity building programmes to equip the potential knowledge management professionals in the country with the requisite skills necessary to make them effective knowledge champions. The findings

may also be used by organisations to develop policies regarding the position of the knowledge management function and to determine the educational and other requirements of knowledge management professionals. Given that some of the skills may not be developed fully through formal education, the findings of this study may be used by knowledge management professional associations to develop continuous education programmes for their members in a bid to keep their skills current and relevant.



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