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Obstacles to fulfilling the care mission of a Lebanese not-for-profit organisation: A study using stickiness theory

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Obstacles to fulfilling the care mission of a Lebanese not-for-profit organisation: A study using stickiness theory

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DECLARATION

I declare that the work in this thesis is my own and that I have acknowledged and fully referenced the information I have used. I have also taken all reasonable care to ensure no other person has access to the work.

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ABSTRACT

A good flow of knowledge is important in all organisations including not-for-profits (NFPs). It helps improve the quality of services provided to customers and, in the case of NFPs, to people in need, by improving competitiveness and overall effectiveness. Limited research has explored stickiness, defined as difficulties in transferring information or knowledge, in NFPs.

This study uses stickiness as a lens to explore difficulties in transferring information or knowledge in a NFP, The Lebanese Association of SOS Children's Villages (LebSOS), and the impact of this on LebSOS's ability to reach its goals. LebSOS is a subsidiary of SOS Children's Villages International (SCVI), a global NFP that provides alternative care to children and assists families who suffer from hardship and find caring for their children difficult.

The study adopts an exploratory inductive approach, analysing qualitative data from multiple sources to understand how the NFP operates. The results reveal stickiness issues in four LebSOS processes: P1: Raising Children, P2: Fundraising, P3: Accounting, and P4: Family Strengthening. Fourteen stickiness sources are identified, none of which appears in all four processes. However some sources affect multiple processes, including limited training and shortage of employees which prevent the transfer of knowledge which used to occur in the past, and reduce recipients' motivation. Each of these appears in two processes. The remaining 11 sources are found in one process each. They include difficulties in sharing information using the available media, and operating in dangerous environments. These sources were found in the fundraising and family strengthening processes respectively. From these findings, I suggest how LebSOS could address stickiness and how the findings could apply to similar organisations.

The study contributes to stickiness theory in several ways. First, it adds three broad stickiness categories – country context, media, and confidentiality requirements – to the stickiness literature.

Second, it discerns some specific stickiness sources which were not found or were not prominent in earlier research. For example, the need for confidentiality is a stickiness source which made LebSOS social workers unable to share knowledge about their clients with colleagues and so maintain service continuity. There were also contextually dependent

stickiness sources relevant to NFPs in situations like the one examined: a war-torn country recovering from political and other turmoil over many years. For example, LebSOS social workers operated in dangerous environments which made them unable to reach and assist clients, and Lebanon's slow internet connectivity made electronic storage of clients' details difficult.

Third, the work advances the understanding of stickiness sources in processes where little or no stickiness research exists, such as accounting and fundraising. For example, the shortage of accountants affected the flow of knowledge inside the accounting process to stakeholders inside and outside LebSOS.

Fourth, the study highlights both sources and specific causes of stickiness. This contrasts with previous NFP research that often does not highlight causes. For example, arduous relationships inhibited knowledge flow between employees involved in raising children, particularly because employees had few opportunities to meet, become closer and share knowledge. Understanding specific causes for each stickiness source helps develop suitable approaches for addressing the issue.

Fifth, in a further contrast with previous research, the study discusses links between some stickiness sources and causes. Understanding links between various sources means that taking action to reduce one source of stickiness may also reduce other sources. For example, addressing the shortage of fundraising employees could help improve donor communication, increase the flow of money to LebSOS, and significantly reduce stickiness in other LebSOS processes.

Finally, the work shows that some key stickiness sources in FPs and NFPs differ. The country and organisational contexts, and the media, which are not usually prominent sources of stickiness in FPs, are important in LebSOS and by extension perhaps in other Lebanese NFPs and in NFPs in other countries with limited resources, a dangerous environment, and poor communication infrastructure.

This work contributes to practice by encouraging practitioners in LebSOS and similar organisations to prioritise stickiness issues. Addressing sources that affect several processes could allow many negative stickiness effects to be overcome. Practitioners may also address easily corrected sources of stickiness that affect only one process.

The thesis concludes by suggesting additional research to further develop stickiness theory in the NFP field.

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DEDICATIONS

I would like to dedicate my work to many people who will always have a special place in my heart, starting with my late father Tarek, late cousin Wajdi, and my late aunt's husband Edgar. I also dedicate this work to my mother; I give you this thesis as a small repayment for your sacrifices. Also, my brother, a guy who never gives up and someone I genuinely admire. I also dedicate this work to my lovely wife and children, who bore with my moodiness, supported me and kept me going; you guys mean the world to me. Furthermore, I dedicate my work to humanitarians who continuously show willingness to sacrifice and assist those in need. Finally, I dedicate it to every person in need, every child, every woman, every homeless person and every elderly person. I hope my work can contribute to alleviating your sufferings.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

GLOSSARY

FP = For-Profit Organisation

HR = Human Resources

IS = Information Sharing

KM = Knowledge Management

KS = Knowledge Sharing

KT = Knowledge Transfer

LBP = Lebanese Pound

LebSOS = The Lebanese Association of SOS Children's Villages

NFP = Not-For-Profit Organisation

SCVI = SOS Children's Villages International

UK = United Kingdom

US = United States of America

USD = United States Dollar

1. INTRODUCTION

This chapter will discuss the background to the research and the reasons for doing it. It then presents specific research questions and discusses how they will be answered. Finally, it summarises the study's contributions and describes how it is organised.

1.1 Research Background

FP organisations must manage knowledge and facilitate its flow to internal and external stakeholders to help achieve sustainability and competitiveness (Durst and Edvardsson, 2012; Hume and Hume, 2015; Rivera-Vazquez, Ortiz-Fournier and Flores, 2009; Teece, 2000). Knowledge flow is just as important in NFPs which operate in an increasingly competitive environment (Sargeant, 2001a). Managing this competition requires communicating with donors to inform them about a NFP's work and invite them to provide support, and sharing knowledge with employees who need it to deliver the NFP's mission. NFPs which look after children and families also need to share organisational knowledge with them.

Many factors can inhibit knowledge management (KM) and knowledge sharing (KS) in NFPs including funding and other resource limitations (Hume and Hume, 2008; Gilmour and Stancliffe, 2004). NFPs often face a conflict between using their scarce resources to support those in need, and using them to document and share knowledge (Hume and Hume, 2015). NFPs that provide limited funding for KM often reflect a focus on short-term objectives and little recognition of the importance of gaining knowledge (Hume and Hume, 2015; Sheng et al. 2013), through transferring (Appleyard, 1996; Sun and Scott, 2005) and processing information (Albino, Garavelli and Schiuma, 1999).

Researchers have explored the barriers to knowledge flow in organisations, an issue referred to as stickiness (Jensen and Szulanski, 2004; Szulanski, 1995; Szulanski, 2000), sticky information (von Hippel, 1994; von Hippel and Katz, 2002), information stickiness (von Hippel, 1998), internal stickiness (Szulanski, 1996) and knowledge stickiness (Li, 2012). Stickiness has many sources. They may relate to the characteristics or context of knowledge content (Szulanski, 1995, 1996), knowledge holders and recipients (von Hippel, 1994), or from the media, especially technological communication media (Duan, Nie and Coakes, 2010).

While stickiness has been explored in business organisations, comparatively little research has used a stickiness lens to explore the difficulties in knowledge flow in NFPs. Scholars (e.g. Bloice and Burnett, 2016; Hasnain, Jasimuddin and Fuller-Love, 2016) have called for further research focusing on NFPs in different countries to explore knowledge flow barriers that are likely to be organisationally and contextually dependent. Further research could also focus on barriers that inhibit knowledge flow to people inside NFPs. This would differ from previous NFP stickiness research that mainly investigates stickiness sources affecting external stakeholders (e.g. Duan, Nie and Coakes, 2010; Hasnain, Jasimuddin and Fuller-Love, 2016). Research about stickiness in NFPs is important to better understand it in these environments, and improve knowledge flow and the ability of employees in key NFP processes to reach organisational goals.

This study explores the social services field which has grown in Lebanon during and after the 1975-1992 civil war and now constitutes the largest focus for NFPs in the country. Social services NFPs help families and children who have suffered years of hardship and neglect to rebuild their lives (Seyfert, 2014). LebSOS, the selected case study organisation, is part of a global NFP with entities that deliver similar services in many locations globally. For this reason, findings about LebSOS are likely to allow fruitful comparisons with other, similar NFPs. Furthermore, LebSOS appeared a likely site of stickiness sources that could affect employees, donors, and families and children affected by war. Finally, it ought to be possible to compare the findings from the Lebanese social services field to stickiness research in other NFP contexts, which may deliver interesting theoretical and practical contributions.

1.2 Research Questions and Method

This research answers the following questions:

1. To what extent does stickiness affect LebSOS's ability to fulfil its goals?

2. To what extent do common factors contribute to creating various stickiness sources?

3. What actions may be taken to eliminate stickiness in key NFP processes and improve operational performance?

Comparatively few scholars have looked at questions 1 and 2 in NFPs compared to for-profit organisations (FPs). Among them are Hasnain, Jasimuddin and Fuller-Love (2016) and

Bloice and Burnett (2016) who explore the difficulties in knowledge flow in processes aiming to deliver services to the vulnerable (i.e. external stakeholders), and to employees (i.e. internal stakeholders) respectively. Andreasen, Goodstein and Wilson (2005) explore the difficulties in transferring marketing knowledge that exists outside NFPs into these institutions. The present study looks into the difficulties in knowledge flow to both internal and external stakeholders (e.g. employees, donors), including in the accounting and fundraising processes which have not been explored previously from a stickiness perspective. In addition, no previous research appears to have been done on actions to eliminate stickiness in NFPs.

The limited research on knowledge flow difficulties in NFPs made an exploratory case study strategy appropriate (Eisenhardt, 1989; Creswell, 2014; Maxwell, 2005). Accordingly, the study involved interviewing managers and staff who worked in key LebSOS processes to deliver social services to children and families, raise funds, and report on the institution's financial performance. Interviewing non-managerial employees was important because the difficulties they experienced could differ from those perceived by their managers. Gathering both sets of views contrasts with previous NFP research (e.g. Andreasen, Goodstein and Wilson, 2005; Duan et al. 2010; Soakell-Ho and Myers, 2011) which gathered only the views of managers. I collected further data by sourcing and analysing documents about the key processes, observing how employees interacted with internal and external stakeholders, and identifying communication issues that were evident from accessing the LebSOS website and Facebook page.

1.3 Research Objective

This work aims to use stickiness theory to explore knowledge flow difficulties to internal and external stakeholders of NFPs. Managers may be able to use the findings to reduce stickiness and improve their organisations' ability to reach their goals.

1.4 Summary of Research Contributions

This research extends stickiness theory about NFPs by adding new stickiness categories and identifying new or not prominent types of stickiness causes that can affect NFPs' ability to reach their goals. Furthermore, the research highlights knowledge flow difficulties in the fundraising and accounting processes which have not been discussed in prior stickiness research. The work also highlights both the main sources and specific causes of stickiness,

contrasting with previous NFP research which often does not highlight specific causes. The research also discusses links between some stickiness sources and causes. Finally, the work shows that some key stickiness sources in FPs and NFPs differ. The country and organisational contexts, and the media, which are not usually prominent sources of stickiness in FPs, are important in LebSOS and by extension perhaps in other Lebanese NFPs and in NFPs in other countries with limited resources, a dangerous environment, and poor infrastructure. The research also contributes to practice by encouraging practitioners in LebSOS and similar organisations to identify stickiness issues, prioritise them and take actions to overcome them.

1.5 Organisation of the Study

Following this chapter, the work comprises the following sections:

Chapter 2: Literature Review

- This chapter introduces the term communication, discusses what a NFP is, and the literature that shows the importance of information flow to stakeholders. The terms that are relevant to the thesis are then introduced, followed by a discussion of stickiness theory and research about it in FPs and NFPs. The chapter ends by discussing the research gap and the study's specific research questions.

Chapter 3: The Selected Organisation

- This chapter describes SOS Children's Villages International (SCVI) and the Lebanese Association of SOS Children's Village (LebSOS), and discusses why the latter is a suitable case organisation. It also describes the politically unstable context where LebSOS operates.

Chapter 4: Research Method

- This chapter describes how the research was carried out. It discusses first the suitability of exploratory interpretive research for answering the research questions. Then, it covers topics such as the selection of participants, the interview guide, and the data collection and analysis processes.

Chapters 5 to 8: Analysis

- • These chapters discuss the stickiness sources that arise in LebSOS's raising children, fundraising, accounting and family strengthening processes. Each chapter starts by describing the role of employees in the process being discussed, their working environment and the people they interact with. The stickiness sources are summarised in a table and discussed in detail later in the chapter. The sources relate to the characteristics of the context, media, confidentiality requirements, as well as aspects of knowledge holders and knowledge recipients.

Chapter 9: Research Findings and Discussion

- • This chapter discusses the research findings. It starts with a brief discussion about KM in NFPs, then provides a summary of stickiness sources discerned in LebSOS and their categorisation. The chapter then discusses how stickiness in LebSOS relates to the literature and proposes solutions for the specific problems it creates in LebSOS. It then discusses links between the main sources and specific causes of stickiness. A summary follows of stickiness sources in LebSOS and how they relate to the NFP literature.

Chapter 10: Contributions, Limitations and Recommendations

- • This chapter discusses the study's contribution to theory and practice. It also discusses the study's limitations and recommends further work to advance the understanding of stickiness sources in social services and other NFPs.

1.6 Conclusion

This chapter discussed the research background, the questions that will be answered and the method for answering them. It also highlighted the research objective, summarised the research contributions and outlined how the study is organised.

2. LITERATURE REVIEW

This chapter presents the literature relevant to the research question. It starts by introducing the term communication and how it will be used. This is followed by a discussion of the NFP literature especially the need for accountability and donor retention which depend on good information flow to stakeholders. It then introduces basic constructs and definitions relevant to information and knowledge flow. A discussion of the research gap and research questions follows. The chapter concludes with a summary

2.1 Communication

Definitions of "communication" have common themes, including that communication involves the flow of both messages (e.g. De Nobile and McCormick, 2008; Dwyer, 2002; Miller, 1966) and information (e.g. Dessler, 1982; Haimann, Scott and Connor, 1978; Smith et al. 1980). Other definitions refer to the parties involved in the communication process; some theorists refer to senders and receivers (e.g. Albanese, 1981; Berlo, 1960; Schramm, 1954) while others are more specific and refer to people (e.g. De Nobile and McCormick, 2008; Goldhaber, 1993; Pace and Faules, 1994). Another theme is that communication intends to give recipients understanding (e.g. Albanese, 1981; Rue and Byars, 1980) and meaning (e.g. Ashmos et al. 2002; O'Reilly and Pondy, 1979; Sisk and Williams, 1981). Meaning is formed through interactions that help people create knowledge through learning and improve the effectiveness of their behaviour (e.g. Ashmos et al. 2002; Culnan and Bair, 1983). People may also acquire knowledge by sourcing information to clarify a job requirement or technical knowledge that helps make decisions (Culnan and Bair, 1983). Interactions are not always successful because they often involve people who have different capabilities, which could make recipients unable to fully comprehend and use the learning they receive (Reinsch, 1991). For example, a new employee may be unable to understand all the knowledge that an experienced employee tries to share. Finally, definitions typically describe how communication occurs. Elkins (1980) highlights that messages are exchanged through means without mentioning what they are; Reinsch (1991) mentions that exchanges occur in oral and written forms; Shannon (1948) mentions transfers that occur through channels such as wires. Nowadays, technological advances have made it possible to communicate wirelessly.

In the thesis, I use the term communication when referring to:

"the flow of information that delivers knowledge to people".

2.2 Not-For-Profit Organisations (NFPs)

NFPs are organisations that do not primarily exist to sell goods or services to customers and, ultimately, deliver profits to shareholders. Rather, they rely primarily on donations, employees and volunteers to fulfil value-based purposes (Becker, Antuar and Everett, 2011; Brown and Korten, 1989; Lehman, 2007; Willetts, 2002) such as supporting abandoned children and families in need. Table 2-1 shows the broad classification of NFPs developed by Salamon and Anheier (1996):

Major Groups	Sub Groups
Culture and recreation	• Culture and arts • Sports • Other recreation and social clubs
Education and research	• Primary and secondary education • Higher education • Other education • Research
Health	• Hospitals and rehabilitation • Nursing homes • Mental health and crisis intervention • Other health services
Social services	• Social services (e.g. child and youth welfare, family services) • Emergency and relief • Income support and maintenance
Environment	• Environment (e.g. pollution abatement and control) • Animal protection
Development and housing	• Economic, social and community development • Housing • Employment and training

Law, advocacy and politics	• Civic and advocacy organisations (e.g. ethnic associations) • Law and legal services (e.g. advice and assistance in dispute resolution, rehabilitation of offenders) • Political organisations
Philanthropic intermediaries and voluntarism promotion	• Grant-making foundations • Other philanthropic intermediaries and voluntarism promotion
International	• International activities (e.g. exchange/friendship/cultural programs, international disaster and relief organisations)
Religion	• Religious congregations and associations (e.g. churches, temples, mosques)
Business and professional associations, unions	• Business associations • Professional associations • Labour unions

Table 2-1 The International Classification of Not-For-Profit Organisations

NFPs may be secular (e.g. Red Cross) or faith-based (e.g. The Salvation Army) (Brown and Korten, 1989). They are typically independent from governments and are referred to as voluntary organisations (Gilmour and Stancliffe, 2004), non-governmental organisations (Jaskyte et al. 2010; Patel and Prasad, 2014; Rahman, 2007; Srinivasan, 2007) or NFP organisations (Balser and McClusky, 2005; Forbes, 1998; Ospina, Diaz and O'Sullivan, 2002; Van Puyvelde et al. 2013).

Like FPs, NFPs must be efficient and effective to survive (Rahman, 2007), and therefore should manage stakeholders, that is, "any group or individual who can affect or is affected by the achievement of the organisation's objectives" (Freeman, 1984, p. 46). NFP stakeholders include donors, governments, people in need such as families and children, employees, and the public that expects NFPs to demonstrate accountability by using their funds to fulfil their missions and creating a positive social impact (Balser and McClusky, 2005; Ospina, Diaz and O'Sullivan, 2002; Rahman, 2007).

2.3 NFPs and the Importance of Information Flow

The NFP literature on accountability, donor motivation and donor retention shows that a good flow of information is important for donors to remain knowledgeable about a NFP's work. This flow helps nurture relationships, demonstrate accountability and increase stakeholders' satisfaction.

2.3.1 The Need for Accountability

A major stream of research focuses on understanding how NFPs can demonstrate accountability to stakeholders. It explores financial accountability issues such as organisations' failure to comply with relevant accounting standards (Patel and Prasad, 2014; Sinclair, Hooper and Mohiyaddin, 2011), the delivery of late and therefore valueless financial reports (Reheul, Caneghem and Verbruggen, 2013), and efforts to reduce costs which result in using unskilled people as auditors (Patel and Prasad, 2014; Sinclair, Hooper and Mohiyaddin, 2011). Research also explores the need to develop new auditing frameworks that broaden NFP accountability beyond its limited financial focus (Butcher and Gilchrist, 2016; Greenlee, 1998; Leclerc et al. 1996; O'Brien, and Tooley, 2013; Ryan et al. 2014). Developing these frameworks requires communicating with stakeholders to understand how they judge effectiveness (Leclerc et al. 1996), and reporting accordingly. Issues such as compliance with statutory regulations (Greenlee, 1998), the contribution of volunteers, the ability to deliver programs (O'Brien and Tooley, 2013; Ryan et al. 2014), and the quality of services delivered to people in need (Butcher and Gilchrist, 2016) are typically important.

Delivering reports that fit donors' expectations is also important, to keep them satisfied and avoid reputational and financial harm (Neville, Bell and Whitwell, 2011). This recognition has led NFPs in many countries to focus on understanding and fulfilling their donors' reporting requirements. Australian NFPs report to government agencies about how the funds they were allocated have been used, although some consider this reporting burdensome because it takes away resources that may be better used to support people (Chen, 2014). Fijian NFPs fulfil the requirements of international donors by using reputable firms to audit financial accounts and report on their financial performance (Patel and Prasad, 2014). These examples show that good communication with donors is important to learn about the information they would like to receive and work to supply it.

The need to demonstrate accountability to stakeholders is important if NFPs are to avoid criticism relating to poor management and funds misuse (Keating et al. 2005; Sargeant and Lee, 2004a, 2004b; Vermeer, Raghunandan and Forgione, 2009). Scandals in prominent NFPs have fuelled such criticisms in recent years. Red Cross scandals have been reported worldwide: investment of funds in an arms company (United Kingdom (UK)) (Raynard, 1998), withholding USD543 million from 9/11 victims, theft of millions of USD by a bookkeeper (Sisco, Collins and Zoch, 2010), and the online publication of the personal details of 550,000 blood donors (Australia) (Adhikari, 2016). Oxfam employees were found using prostitutes, some of whom were vulnerable or underage, while delivering aid following the 2010 Haiti earthquake. The scandal led thousands to withdraw financial support (BBC News, 2018), and many donors said they were less likely to support humanitarian charities in general (Elgot and McVeigh, 2018).

2.3.2 Retaining Donors

NFPs have high donor attrition rates (Association of Fundraising Professionals, 2016; McGrath, 1997; Merchant, Ford and Sargeant, 2010a; Sargeant, 2013) that affect their financial position and ability to serve the vulnerable. McGrath (1997) reports an attrition rate for donors in UK charities of 10 to 20 percent each year. Sargeant (2013) reports an attrition rate for cash donors of over 50 percent between the first and second year of being recruited and between 20 to 30 percent for regular donors. Merchant, Ford and Sargeant (2010) report a cash or regular donor attrition rate of 30 percent each year. The Association of Fundraising Professionals (2016) indicates a higher attrition rate in the US of around 54.1 percent for cash or regular donors. The high attrition rates explain why many researchers focus on understanding why donors lapse and how they should be retained. The research indicates that inadequate information flow to donors reduces their knowledge about a NFP's work and could result in losing their support. Research about this source of donor attrition is discussed next.

2.3.2.1 Why Donors Lapse

There are many reasons for donors lapse, whether by switching aid to causes they consider more appealing (Bennett, 2009; Sargeant, 2001a; Sargeant and Jay, 2004a, 2004b), losing interest in the NFP field, moving away, or dying (Bennett, 2009; Sargeant, 2001b). Others relate to poor communication which leads to donors changing their attitude towards a NFP (Sargeant, 2001a; Sargeant and Jay, 2004a). This may occur when NFPs fail to consider

donors' communication requirements, e.g. sending them materials that mismatch their interests or reach them at the wrong time of the year (Sargeant, 2001b), or failing to send information about how their donations are being used (Bennett, 2009).

2.3.2.2 Importance of Retaining Donors

Retaining donor support is important. Retaining the support of existing donors is easier than recruiting new ones (Aldrich, 2000; Sargeant, 2001b; Waters, 2008, 2009); it may cost up to ten times less (Warwick, 2005). Additionally, donors who are satisfied with a NFP's work and service quality tend to remain committed for longer (Feng, 2014; O'Neil, 2007; Sargeant, 2001a). Achieving this satisfaction requires understanding the communication requirements of donors and fulfilling them. Existing donors may recommend a NFP to other people resulting in new donations (O'Neil, 2007). The increasing number of NFPs who compete for funding from a small pool of donors is another reason for retaining existing support. This requires building strong relationships with donors and ensuring they are satisfied (Waters, 2008), including by providing quality communication and relevant information flow.

2.3.2.3 Approaches to Retaining Donors

Retaining donors results from maintaining or increasing their commitment, satisfaction and trust, and invoking their positive emotions. These outcomes can be delivered by establishing good communication and relationships with major (> USD10000) and lower level annual donors (USD10 to USD10000) (Waters, 2008, 2009). NFPs can build relationships by using Kelly's (2001) "stewardship strategies" of reciprocity, responsibility, reporting and relationship nurturing. Reciprocity involves acknowledging donations on a timely basis and showing donors that their support is appreciated. Responsibility involves ensuring promises are kept and funds are used in areas donors expect. Reporting involves keeping the public aware of how donations are being used and how they positively contribute to a cause. Relationship nurturing involves cultivating a relationship with donors by sending them newsletters, annual reports, impact stories, cards and special events invitations. All four strategies are important though donors evaluate reciprocity most positively (Waters, 2009). Reciprocity demonstrated by sending thank-you notes to donors improves their commitment, emotions and intention to make future donations, especially amongst less frequent donors (Merchant, Ford and Sargeant, 2010a).

Commitment means how much an organisation and its stakeholders believe there is value in working to maintain and promote a relationship (Hon and Grunig, 1999; Waters, 2008).

NFPs should increase donors' commitment because it helps maintain support (Merchant, Ford and Sargeant, 2010a). Commitment increases when NFPs act responsibly and use good communication to report the impact of their work, and nurture relationships with donors (O'Neil, 2009; Waters, 2008, 2009) including through sending them personalised thank-you notes (Chung, 2014). A survey of 1706 NFP donors shows that fundraisers often send non-personalised notes which risks damaging relationships with various donors including those passionate about a cause (Waters, 2011).

Satisfaction means two parties are happy with their relationship and with the benefits it brings (Hon and Grunig, 1999; Waters, 2008). NFPs can reduce the likelihood of losing donors by increasing their satisfaction through communication (Sargeant, 2001a; Waters, 2008, 2009), that arrives on a timely basis, in a courteous, appealing and convenient manner (Sargeant, 2001a), and explains how donations are being used to help those in need (Chung, 2014; Notarantonio and Quigley, 2009; Sargeant, 2001a). Sargeant and Jay (2004a) suggest contextualising communication to match donors' individual requirements such as their preferred communication mode and frequency. Waters (2011) also found that matching communication to donors' requirements is important, but suggests that NFPs should only personalise communication to both major donors and annual donors who might become major donors.

Trust means the extent to which one party is confident and willing to be honest with another (Waters, 2008). Maintaining or increasing the trust of NFP donors is important to ensure they are satisfied (Merchant, Ford and Sargeant, 2010a). Trust increases when a person considers an organisation to be fair, willing and capable of taking the actions it says it will (Hon and Grunig, 1999). It can be established by NFPs nurturing relationships with donors (Waters, 2008, 2009), e.g. by publishing financial statements and information about the positive impact they are having on people in need (Notarantonio and Quigley, 2009).

Emotion refers to feelings that influence people's behaviour (Izard, 2010). Invoking the positive emotions of donors makes them feel guilty when they stop making donations (Chung, 2014; Merchant, Ford and Sargeant, 2010a). NFPs can evoke these emotions by thanking donors for their support (Merchant, Ford and Sargeant, 2010a), and by surprising and delighting them through email campaigns and interactive tweets, and by offering them the capability to chat with employees in a NFP and ask questions (Chung, 2014). In contrast, NFPs may generate negative word of mouth and negative donor emotions by not supporting

clients (Merchant, Ford and Sargeant, 2010a). NFPs may also evoke negative emotions by telling donors stories about people in need, which could become positive emotions when donors are given the opportunity to help them (Merchant, Ford and Sargeant, 2010b).

2.4 Information, Knowledge and Related Concepts

2.4.1 Information

Table 2-2 shows how KM researchers view the concept of information.

Authors	Views of the Information Concept
Ackoff (1989)	Descriptions derived from answering questions beginning with words such as who, what, when, where, and how many
Wiig (1997)	Data that is organised to describe a challenge, condition, situation or opportunity
Nonaka and Takeuchi (1995)	The flow of meaningful messages
Quigley and Debons (1999, p. 5)	"Text which answers the questions {when/ where/ who/ what)"
Tuomi (1999)	Data that is structured and put into a context that enable patterns to emerge and gives it a meaning
Alavi and Leidner (2001, p. 109)	knowledge that "is articulated and presented in the form of text, graphics, words, or other symbols"
Edwards and Kidd (2003) Curtis and Cobham (2005) Chiwanza and Mutongi (2016)	Data that is processed for a purpose
Laudon and Laudon (2006)	Shaped data which is meaningful and useful to humans
Rowley (2007, p. 178)	Data that is processed "to be meaningful, valuable and appropriate for a specific purpose"
Zack and Street (2007, p. 1139)	"knowledge made explicit and articulated via messages that can be communicated or recorded, for example in documents or computer systems"
Weinberger (2010)	Value that is derived from refined data

Table 2-2 Views of the Concept of Information

Some scholars view information as knowledge that people possess and articulate in verbal, written or visual forms (Alavi and Leidner, 2001; Zack and Street, 2007). Others view it as data processed for a purpose (Edwards and Kidd; 2003; Rowley, 2007), including to make it meaningful to people (Laudon and Laudon, 2006; Nonaka and Takeuchi, 1995) by structuring the data and allowing patterns to emerge (Tuomi, 1999). Data is also purposely processed to deliver value to people (Rowley, 2007; Weinberger, 2010) by describing a challenge, condition, situation or opportunity (Wiig, 1997). This description arises from answering questions such as who, what, where, when and how many (Ackoff, 1989; Quigley and Debons, 1999). These views indicate that information is more valuable than raw data which is unprocessed, unorganised and cannot deliver a meaning (Dretske, 1999; Edwards and Kidd, 2003; Spek and Spijkervet, 1997), and that some scholars (e.g. Alavi and Leidner, 2001; Zack and Street, 2007) consider information to be knowledge.

2.4.2 Knowledge

Table 2-3 presents typical definitions of knowledge in the KM field.

Authors	Views of the Knowledge Concept
Kogut and Zander (1992)	Information an individual possesses and knows how to use to achieve an objective
Sveiby (1997)	Interpreted information
Quigley and Debons (1999, p. 5)	"Text which answers the questions (how/why)"
Tuomi (1999)	Information that is interpreted and given a meaning
Alavi and Leidner (2001, p. 109)	Information that "is processed in the mind of individuals"
Kakabadse, Kouzmin and Kakabadse (2001, p. 149)	"Information put to productive use"
Edwards and Kidd (2003)	Information patterns that people could use to solve issues
European Committee For Standardization (2004)	The combination of data, information, skill, experience and expert opinion resulting in a valuable asset that aids in making decisions
Turban, Rainer and Potter (2005)	Information that have been organised and processed to convey understanding, experience, accumulated learning, and expertise as they apply to a current problem or activity

Table 2-3 Views of the Concept of Knowledge

Scholars define knowledge as the data and information that people process (Alavi and Leidner, 2001; Kogut and Zander, 1992; Turban, Rainer and Potter, 2005) and interpret (Alavi and Leidner, 2001; Sveiby, 1997). Interpretation occurs through people using their skills and expertise to understand what the data and information mean (European Committee For Standardization, 2004; Tuomi, 1999), or by answering how and why questions (Quigley and Debons, 1999). People use knowledge to make decisions (European Committee For Standardization, 2004) and achieve an objective (Kogut and Zander, 1992) such as solving problems (Edwards and Kidd, 2003; Turban, Rainer and Potter, 2005).

How the Terms Information and Knowledge will be Used in this Thesis

In the thesis, I will use the terms information and knowledge interchangeably to mean:

"processed and organised data that people can interpret to make decisions".

This corresponds with the KM literature where the terms are often used interchangeably (Kakabadse, Kouzmin and Kakabadse, 2001; Zack and Street, 2007).

2.4.3 Knowledge Flow: Terms and Processes

Scholars often say knowledge sharing (KS) or knowledge transfer (KT) when referring to knowledge flow. KS and KT share many commonalities. First, they highlight that knowledge flows between employees (Chennamaneni, 2006; Duan, Nie and Coakes, 2010; King, 2006; Liyanage et al. 2009). Second, they indicate that people not only share knowledge (Bock and Kim, 2002; Jacobson, 2006; Szulanski, 1996), but also experiences (Darr, Argote and Epple, 1995; Dessler, Griffiths and Lloyd-Walker, 2007). Third, they show that knowledge flow occurs by people communicating with each other face-to-face (Liyanage et al. 2009; Tangaraja et al. 2015) or in other ways, including via online communication media (Albino, Garavelli and Schiuma, 1999; Liyanage et al. 2009) such as email (Tangaraja et al. 2015). Knowledge flow could also occur indirectly when a person reads information in a book (Tangaraja et al. 2015). Fourth, the definitions show that knowledge flows occur to facilitate its application in organisations (Dyer and Singh, 1998; Liyanage et al. 2009). Finally, there is a process that facilitates the flow of knowledge between people (van den Hooff and de Ridder; 2004; Wang, 2015). These similarities explain why KM researchers often use KS and KT interchangeably (Al-Alawi, Al-Marzooqi and Mohammed, 2007; Hsu and Wang, 2008; Kumar and Ganesh, 2009).

Although the terms seem similar on the surface, there are differences in the processes that facilitate KS and KT. KS involves two main processes: knowledge *donating* where a person makes knowledge accessible to others, and knowledge *collecting* where a recipient tries to access it (Tangaraja et al. 2015; Tohidinia and Mosakhani, 2010; van den Hooff and de Ridder; 2004). Moreover, KT involves additional process steps: *identification* where a person identifies that knowledge is needed (Liyanage et al. 2009; Minbaeva et al. 2003); *recognition* where a person recognises where knowledge can be sourced from to address the need; knowledge *donating* and *collecting* (as mentioned earlier); *evaluation* where a person evaluates whether applying the idea or practice would be beneficial (Wang, 2015); and *application* where a person applies the knowledge which is considered beneficial (Gera, 2012; Liyanage et al. 2009). Gabriel Szulanski, a prominent researcher on the difficulties transferring knowledge, presents a different set of process steps. According to him, the process starts with *initiation* which incorporates the three steps *identification*, *recognition* and *evaluation* mentioned earlier. In Szulanski's (1996) research, which focuses on transferring best practices in organisations, *evaluation* happens before knowledge is transferred to avoid implementing costly new practices that are later found to deliver little value. The second step of Szulanski's process is *implementation* which includes knowledge *donating* and *collecting*. Szulanski divides the *application* step into two: *ramp-up* and *integration*. *Ramp-up* involves knowledge recipients starting to use the acquired knowledge, facilitated by resolving issues preventing its use to achieve intended outcomes. *Integration* is the last step where the knowledge becomes part of normal organisational process routines and is no longer considered new.

Information sharing (IS) has similarities with KS and KT. For example, information flow involves employees (Aragon-Correa, Martin-Tapia and Hurtado-Torres, 2013; Kembro and Näslund, 2013; Mentzer et al. 2001). In addition, people share both knowledge (Kembro, Selviaridis and Näslund, 2014; Wadhwa and Saxena, 2007) and information (Chen, 2003; Heide and Miner, 1992), and sharing involves a medium such as online communication technology (e.g. Kembro, Olhager and Näslund, 2017; Lotfi et al. 2013). Furthermore, information is applied in organisations (Wadhwa and Saxena, 2007), and steps similar to those discussed earlier (i.e. evaluation and application) facilitate its sharing (Jonsson and Myrelid, 2016).

This thesis is not concerned with analysing differences in the meanings of various knowledge flow terms nor in the processes that facilitate knowledge flow. Rather, it is concerned with finding knowledge flow barriers that constitute stickiness and act as impediments to a NFP reaching its goals. In line with this goal, I use the terms KS, KT and IS interchangeably to mean:

"the transfer of information and knowledge".

In the context of this study, the transfer of information and knowledge can involve people inside a NFP such as employees, and people externally such as donors, social workers and families in need.

2.5 Stickiness

NFP employees may experience difficulties in transferring information and knowledge. This is called stickiness and it is discussed next.

2.5.1 Defining Stickiness and Its Eventfulness

Many KM researchers use the term "stickiness" as a metaphor to highlight information and knowledge flow difficulties that organisations experience. Those difficulties make acquiring, transferring and using knowledge costly (von Hippel, 1994), and eventful (Szulanski, 1995, 1996, 2003). "Eventfulness" refers to "the extent to which problematic situations experienced during a *transfer* (emphasis in the original) are worthy of remark" (Szulanski, 1996, p. 30), that is, when people experiencing them perceive that overcoming them is difficult, requiring effort, time and resources (Mansfield et al. 1983; Szulanski, 2003). This perception may not be objective, but this matters little (Szulanski, 1996); it is perception rather than objectivity which influences organisational behaviour (Hellriegel and Slocum, 1974). Table 2-4 presents some stickiness definitions.

Author(s)	Stickiness Definition	Referred to Stickiness as?
von Hippel (1994, pp. 429-430, 1998) von Hippel and Katz (2002)	"The incremental expenditure required to transfer that unit of information to a specified locus in a form usable by a given information seeker"	sticky information
Szulanski (1995, 1996, 2000)	The difficulty experienced in transferring knowledge in organisations	stickiness, internal stickiness
Jensen and Szulanski (2004)	The difficulty in transferring knowledge in organisations – Research focuses on transfers in multinational organisations	stickiness
Li (2012, p. 5398)	"The degree of difficulty encountered in knowledge transfer process between buyer and its supplier"	knowledge stickiness
Indarti (2012, p. 243)	"The degree to which it is easy or difficult for an organisation to absorb information from the environment"	stickiness of external knowledge
Montazemi et al. (2012)	The difficulty in transferring knowledge assets	stickiness
Guo, Meng and Yao (2008)	The authors used the definition conveyed in von Hippel's work: The incremental expenditure required to transfer that unit of information to a specified locus in a form usable by a given information seeker	information stickiness
Sheng et al. (2013)	The inability or unwillingness to transfer knowledge	knowledge stickiness
Wihlman et al. (2014)	The difficulty in the flow of ideas between employees and management which can occur when previously proposed ideas were not regarded	information stickiness

Table 2-4 Stickiness Definitions

Definitions focus on the difficulties in transferring information (Indarti, 2012; von Hippel, 1994) and knowledge (Li, 2012; Szulanski, 1995). They may occur when completing transfers inside and outside organisations. For example, Szulanski (1995, 1996, 2000) discusses the difficulties in transferring best practices inside organisations, Li (2012) discusses the difficulties in transferring them from buyers to suppliers, and Hasnain,

Jasimuddin and Fuller-Love (2016) discuss the difficulties in transferring them to NFP clients.

<u>How the Term will be Used in this Thesis</u>

In the thesis, I use the term "stickiness" when referring to:

"the difficulty experienced in transferring information or knowledge".

2.5.2 Stickiness Reduction Benefits

Organisations that reduce stickiness will have access to superior knowledge that helps people make better decisions (Appleyard, 1996; Szulanski, 2000; Wihlman et al. 2014), respond quickly to market changes (Cohen and Levinthal, 1990), replicate assets (Szulanski, 1995, 1996) and improve their innovation capabilities (Durst and Edvardsson, 2012; Indarti, 2012; Zack and street, 2007). Organisations could also improve the quality of the services they deliver to customers (Guo, Meng and Yao, 2008) and their satisfaction (Durst and Edvardsson, 2012) by reducing stickiness. The ultimate benefit of managing stickiness is improved competitiveness (Albino, Garavelli and Schiuma, 1999; Szulanski, 1996). For example, Toyota transferred advanced knowledge to its suppliers which resulted in lowering defects and inventories and achieving a competitive advantage over its US competitors who used the same suppliers. This feature was difficult to imitate without competitors making significant process changes that would outweigh the benefits. Furthermore, suppliers found it difficult to improve the performance of those competitors because they had strict policies that made it hard to change processes (Dyer and Hatch, 2006).

2.5.3 Sources of Stickiness

Many factors can make transferring information and knowledge difficult. Szulanski (1995, 1996) divides them into two categories: characteristics of the knowledge itself, or characteristics of the situation, that is, the context, the knowledge holders or the knowledge recipients. Szulanski further divides each category into sub-categories as summarised in Table 2-5.

Stickiness Sources Main Categories		Stickiness Sources Sub Categories
Knowledge Characteristics		Causal Ambiguity
		Unproven Knowledge
Situation Characteristics	Context Characteristics	Barren Organisational Context
		Arduous Relationships
	Knowledge Holders' Characteristics	Lack of Motivation
		Unreliability Perception
	Knowledge Recipients' Characteristics	Lack of Absorptive Capacity
		Lack of Motivation
		Lack of Retentive Capacity

Table 2-5 Szulanski's (1995, 1996) Categorisation of Stickiness Causes

Some scholars (e.g. Albino, Garavelli and Schiuma, 1999; Duan, Nie and Coakes, 2010) refer to media, the means through which the flow of data, information and knowledge occurs, as an additional stickiness category. Categories of stickiness sources are discussed next.

2.5.3.1 Knowledge Characteristics (Content)

Scholars (e.g. Albino, Garavelli and Schiuma, 1999; Duan, Nie and Coakes, 2010) refer to stickiness sources that relate to knowledge characteristics as "content". Types of content stickiness are discussed next.

Causal Ambiguity

Causal ambiguity is a major stickiness source in organisations (Szulanski 1995, 1996). It relates to inimitability arising from uncertainty that is, the difficulty of recreating and using knowledge in new settings (Lippman and Rumelt, 1982). This uncertainty can mean that even after transferring knowledge, it is not possible to determine the exact reasons why transfers succeed or fail and measure their contributions (Rumelt, 1984). Ambiguity is created by the often tacit nature of skills and knowledge which reside in individuals (Polanyi, 1962) or groups (Kogut and Zander, 1992). This tacitness can result in people in different groups (e.g. production, marketing) having different understandings about how things work, even though they are working in the same organisation. The tacit nature of knowledge thus makes it difficult to transfer and increases causal ambiguity (Easterby-Smith, Lyles and

Tsang, 2008; Grant, 1996; Nonaka, 1994; Spender, 1993). Causal ambiguity results in gaps between the planned and reached objectives (Brown and Duguid, 1991).

Reed and DeFillippi (1990) argue that the complexity of knowledge can also increase causal ambiguity and inhibit knowledge flow. Complexity exists when knowledge needs to be extracted from multiple resources, routines, individuals and technologies which makes its integration and understanding difficult (Mosakowski, 1997; Reed and DeFillippi, 1990). Simonin (1999) verifies the link between complexity and causal ambiguity and indicates that partnering organisations that closely collaborate and share knowledge can reduce ambiguity. Causal ambiguity also increases when knowledge recipients have limited experience which makes them unfamiliar and uncomfortable with the knowledge they receive (Simonin, 1999; Zander and Kogut, 1995). Technical knowledge for instance is difficult and costly to transfer to people with limited technical expertise (Von Hippel, 1994). Cultural differences between KS parties can also contribute to causal ambiguity (Simonin, 1999) and result in conflicts and disagreements that inhibit knowledge flow (Lyles and Salk, 1996; Mowery, Oxley and Silverman, 1996). Other differences that can lead to the same effect include having different organisational processes and practices (Lyles and Salk, 1996).

Unproven Knowledge

Unproven knowledge is a less important stickiness source than causal ambiguity, absorptive capacity and arduous relationships (Szulanski, 2000) (The latter two will be discussed shortly.) It occurs when speculation exists about whether recipients will benefit from gaining the knowledge (Szulanski, 1995). This speculation can result in knowledge holders becoming unmotivated to share knowledge which they consider irrelevant to recipients achieving their desired outcomes. The willingness to share knowledge only occurs after knowledge holders gather enough evidence to prove its usefulness to recipients (Blackman and Benson, 2012). Legitimising transfers is also difficult when recipients consider knowledge not to be beneficial (Szulanski, 1995) which makes them unmotivated to reuse it (Rogers, 2003).

2.5.3.2 Situation: Context Characteristics

Scholars (e.g. Albino, Garavelli and Schiuma, 1999; Duan, Nie and Coakes, 2010) refer to stickiness sources that relate to an organisation's environment as "context". Stickiness sources that relate to context are discussed next.

Arduous Relationships

Arduous relationships are a major stickiness source (Szulanski, 1995) that may occur when non-intimate relationships exist between KS parties (Duan, Nie and Coakes, 2010; Szulanski, 1995). This relational distance may result in knowledge failing to reach recipients (Szulanski, 1995). In the absence of a close relationship, knowledge holders may not explain to recipients the usefulness of the transferred knowledge, may not educate them on using it, or may not support them to overcome problems that inhibit its use. Relational distance could also result in knowledge senders being unaware of recipients' knowledge requirements and therefore in sharing knowledge that recipients consider unimportant (Szulanski, 1995, 2003). Scholars (e.g. Argote, 1999; Baum and Ingram, 1998) suggest that arduous relationships between knowledge senders and receivers can inhibit knowledge flow. Dong-Gil, Kirsch and King (2005) confirmed this link after collecting data from 118 consultancy organisations involved in implementing ERP systems. Knowledge flow was reduced between organisations and their clients as a result of arduous relationships. Sun and Scott (2005) also confirmed this link. They conducted a two-stage Delphi analysis involving 17 participants with expertise in organisational KS initiatives. All participants considered that personality differences could inhibit knowledge flow between an individual and a team; 77 percent considered that conflict could affect knowledge flow between teams within the same organisation; and 88 percent considered that clashes in the personalities of top management could inhibit knowledge flow between organisations.

Barren Organisational Context

A barren organisational context is another stickiness source. Szulanski (1995, 1996) compares an organisation which facilitates the internal flow of best practices to a fertile land; an organisation with a barren context is like a land where nothing will grow. This study discusses both abstract sources of barren organisational context such as organisational culture and more visible sources such as the unavailability of internet connection.

Organisational Culture

Organisational culture may create context stickiness, e.g. when organisations do not reward employees who engage in KT (Davenport and Prusak, 2000), do not provide support (Riege, 2005) and time to complete transfers (Davenport and Prusak, 2000; Wihlman, Hoppe, Wihlman and Sandmark, 2014), or do not establish social ties that can facilitate KT (Easterby-Smith, Lyles and Tsang, 2008). Scholars have discussed how organisational culture can inhibit KT in NFPs (e.g. Andreasen, Goodstein and Wilson, 2005; Soakell-Ho and Myers, 2011). Responses from 34 senior marketing managers who worked in large US NFPs showed that stickiness results when a focus on delivering intended missions was considered more important than improving efficiency and effectiveness through learning about and using new marketing techniques. Furthermore, departments worked in silos which inhibited KT between them (Andreasen, Goodstein and Wilson, 2005). Similarly, some NFPs in the New Zealand health and disability sector had a silo mentality inhibiting KT across their branches. Additionally, behavioural norms resulted in certain tasks being allocated only to elite internal employees, preventing competent volunteers from learning (Soakell-Ho and Myers, 2011). Like Andreasen, Goodstein and Wilson (2005), Boice and Burnett (2016) found that focusing solely on delivering the NFP's mission is inappropriate; it meant that Scottish Autism employees had little time to keep up to date with current knowledge about autism. Boice and Burnett (2016) linked this issue to Riege's (2005, p. 26) knowledge flow barrier of "existing corporate culture does not provide sufficient support for sharing practices". Hume and Hume (2016) made a similar finding in their assessment of an Australian NFP where people understood the importance of KM to performance, but had no time and resources to capture and share knowledge.

National Culture

National culture is another potential source of context stickiness for organisations. For example, many people in Bangladesh strongly believe that God rather than humans controls death and birth. This made it inappropriate for NFPs to teach families about family planning (Hasnain, Jasimuddin and Fuller-Love, 2016; Hasnain and Jasimuddin, 2012). Not having a shared language can also inhibit knowledge flow (Hamel, 1991; Riege, 2005; Simonin, 1999). An investigation of KS between Western and Japanese engineers who were part of an international alliance found that some Japanese engineers kept using their language and were selective in the content they shared (Hamel, 1991). Riege (2005) made a similar

argument: language differences could inhibit knowledge flow between an organisation and its international subsidiaries. Language was also found to inhibit knowledge flow between Asian and European NFPs whose members all communicated in English. However Asian partners had a poor command of the language and therefore were unable to correctly translate and understand the content they received (Duan, Nie and Coakes, 2010).

Employee Turnover

Employees often participate in various KS activities that may result in stickiness during the ramp-up stage (i.e. when employees start using the acquired knowledge). Stickiness occurs if employees leave and take the knowledge with them or when employees are found incapable of using the knowledge (Szulanski, 2003). Sapienza and Lombardino (2002) comment about the impact of turnover on knowledge loss in their discussion of R&D scientists who go through extensive training over many years before they start using the acquired knowledge to make appropriate decisions and judgments. The turnover of these scientists stops the use of knowledge and results in restarting the recruitment and training wheels. Employee turnover could result in knowledge losses in both the FP (Martins and Martins, 2011) and NFP contexts (Lettieri, Borga and Savoldelli, 2004; Ragsdell, 2013). However, turnover is only considered stickiness when employees are already involved in transferring knowledge (e.g. initiation, implementation) (Szulanski, 2000, 2003), that is, where there is knowledge that should be transferred and used, but where difficulties occur in the transfer process.

Limited Training Opportunities

Limited training opportunities for employees may also result in stickiness in the ramp-up stage of KS when recipients cannot use the received knowledge without knowledge holders delivering additional training sessions (Szulanski, 2003). In a NFP environment, employees may be given little time to develop and share their knowledge with colleagues when the focus is on delivering the mission rather than sharing knowledge (Bloice and Burnett, 2016). Limited training opportunities may also result from limited funding, e.g. it made small New Zealand NFPs unable to expose their employees to new information they could turn into knowledge (Soakell-Ho and Myers, 2011).

Geographic distance between knowledge senders and receivers is another stickiness source (e.g. Bloice and Burnett, 2016; Riege, 2005). It occurs when information about an issue is available in one location while information about the solution is available in another, which means information must move between locations multiple times before a solution is reached (von Hippel, 1994). Danish food producing companies experienced this stickiness source during product and process innovations; e.g. a Danish bakery firm had to send products to a British retailer backward and forward over a three month period before a satisfactory product was produced (Kristensen, 1992). Tyre and von Hippel (1993, cited in von Hippel, 1994) provided another example: engineers in a manufacturing firm had to travel to the plant multiple times over many shifts to assess problems with the machines that assemble circuit boards. Following each visit, information about the issue had to be transferred to the lab through computer disks and engineers' minds before a fix was found. Another reason for stickiness arising from geographical distance is limited face-to-face contact between employees, e.g. when people who work in dispersed functional teams are expected to collaborate (Riege, 2005).

2.5.3.3 Situation: Knowledge Holders' Characteristics

Scholars (e.g. Dyer and Hatch, 2006; Sun and Scott, 2005; Szulanski, 1995, 1996) refer to stickiness sources that arise from characteristics of knowledge holders. They are discussed next.

Knowledge Holders' Lack of Motivation

Lack of motivation is a major stickiness source that people manifest by not sharing their knowledge. It may occur when people want to maintain the ownership or privileges they have established in their role. For example, senior department employees may limit the knowledge they share with newcomers to maintain their superiority. Limited KS can also occur when employees receive few benefits from sharing and therefore dedicate no time for this purpose (Szulanski, 1995, 1996). Companies may also be reluctant to share knowledge to avoid losing their competitive advantage (Sun and Scott, 2005). Lin, Tan and Chang (2008), who explored knowledge flow barriers in healthcare organisations, found that surgeons may avoid sharing their knowledge to save time and protect their competitive edge. Lack of motivation can also inhibit knowledge flow in NFPs. Reasons for the lack of

motivation include knowledge holders' past experience of conflict during KT (Sun and Scott, 2005) and lack of trust and respect between communicating parties (Davenport and Prusak, 2000; Hasnain and Jasimuddin, 2012). Furthermore, knowledge holders may consider their knowledge unimportant, and that knowledge can only be created by certain groups, hence show little motivation to share it (Davenport and Prusak, 2000; Sun and Scott, 2005). Like Szulanski (1995, 1996), Duan, Nie and Coakes (2010) suggest reducing this problem by offering employees incentives to share knowledge.

Perception of Unreliability

The perception of a knowledge recipient that a knowledge holder is not knowledgeable or trustworthy is another stickiness source (Hovland and Weiss, 1951; Riege, 2005; Szulanski, 1995). In such cases, recipients resist accepting the transferred knowledge (Walton, 1975). Considerable evidence exists about the positive impact of trust on knowledge exchange (Dirks and Ferrin 2001; Duan, Nie and Coakes, 2010; Mayer, Davis and Schoorman, 1995) to increase people's willingness to receive and absorb the received knowledge (Davenport and Prusak, 2000; Levin and Cross, 2004; Mayer, Davis and Schoorman, 1995). Mayer, Davis and Schoorman (1995) made this claim by discussing the literature which supports this finding. Levin and Cross (2004) reached this finding by surveying 127 employees who worked in American, British and Canadian companies in different industries. The research showed that increasing social ties between KS parties increases trust and therefore knowledge flow, aligning with findings in previous work (Coleman, 1988; Tsai and Ghoshal, 1998). In assessing KT between scientists and engineers, Levin (1999, cited in Levin and Cross, 2004) also found that strong ties affect trust and facilitate knowledge flow. Knowledge can also flow when the ties are weak but knowledge holders are considered trustworthy. The impact of trust was evident in an assessment of the social service context: the practitioners who were delivering services to autistic patients had concerns regarding the accuracy of the information their colleagues entered in patients' records which made them unwilling to use it (Bloice and Burnett, 2016). Similarly, healthcare industry research (e.g. Lorence, 2003; Lorence and Churchill, 2005; Nicolini et al. 2008) found a low level of trust in the accuracy of patients' records in countries such as the US due to misreporting to gain funds from insurance providers. This made people unwilling to use the records for making decisions.

2.5.3.4 Situation: Knowledge Recipients' Characteristics

Dyer and Hatch (2006), Sun and Scott (2005) and Szulanski (1995, 1996) discuss stickiness sources arising from characteristics of knowledge recipients. These sources are discussed next.

Lack of Absorptive Capacity

Lack of absorptive capacity is a major stickiness source (Szulanski, 1996; Tsai, 2001; Volberda, Foss and Lyles, 2010) arising from recipients having limited experience and domain knowledge necessary for using the knowledge they receive (Cohen and Levinthal, 1990; Duan, Nie and Coakes, 2010; Lane, Koka and Pathak, 2006; Zahra and George, 2002). Limited experience reduces recipients' familiarity with and ability to apply knowledge (Simonin, 1999). Absorptive capacity issues may also arise from recipients' ignorance of who possesses relevant expertise (Cohen and Levinthal, 1990; Pennings and Harianto, 1992), and from differences in the education level, social status and beliefs of interacting parties (Lazarsfeld and Merton, 1964; Rogers, 2003). Scholars confirm the link between the lack of absorptive capacity and limited knowledge flow: Gupta and Govindarajan (2000) in assessing KT in 75 multinational organisations in Japan, Europe and the US; Duan, Nie and Coakes (2010) in assessing transnational KT between European and Asian NFPs; and Hasnain, Jasimuddin and Fuller-Love (2016) in assessing KT between NFPs in Bangladesh and the families who had low literacy.

Knowledge Recipients' Lack of Motivation

Knowledge recipients' lack of motivation is another stickiness source (Bloice and Burnett, 2016; Szulanski, 1995). The lack of trust and respect between interacting parties makes this lack of motivation worse (Andrews and Delahaye, 2000; Schaufeli, Bakker and Salanova, 2006). Andrews and Delahaye (2000) assessed KT between 130 scientists from five bio-medical organisations that engaged in collaborative research projects. Scientists chose to only accept knowledge from partners they considered credible. When employees are not encouraged to source new knowledge from leaders, or when the benefits of new internal knowledge are not promoted, knowledge flow can be inhibited (Bloice and Burnett, 2016; Duan, Nie and Coakes, 2010). Employees may also be unmotivated to use the knowledge they receive if they think it will not improve performance. Kalling (2003), who analysed documents and interviews of 55 management and shopfloor employees in different plants

in a European manufacturing multinational, found that employees chose not to use new knowledge when their departments were already profitable. They had little time to use the new knowledge, and found little benefit from doing so.

Lack of Retentive Capacity

Recipients' inability to retain received knowledge is a stickiness source (Szulanski, 1995, 1996). Recipients who cannot retain knowledge do not apply it to their work (Glaser, Abelson and Garrison, 1983; Kostova, 1999) and may use the difficulties they experience in institutionalising it as an excuse for reverting to old norms (Zaltman, Holbek and Duncan, 1973). Knowledge is considered retained when recipients use it routinely (Rogers, 2003; Zucker, 1977), which is likely to occur when employees take steps to eliminate old knowledge (Glaser, Abelson and Garrison, 1983; Yin et al. 1978). However, studies have reported instances where recipients reverted to using old knowledge even after successfully implementing new knowledge (Glaser, Abelson and Garrison, 1983; Goodman, 1982). The learning motivation of recipients affects knowledge retention: people who know the importance of new knowledge and consider it interesting and likely to bring opportunities for improvements, are likely to retain it better (Kalling, 2003).

2.5.3.5 Media Stickiness Sources

Successful knowledge flow depends on employees having access to the needed communication media, choosing a suitable medium, and being able to use it. Scholars such as Bloice and Burnett (2016) and Duan, Nie and Coakes (2010) found that technology factors in media can cause stickiness. Research discussing media as a stickiness source mainly appears in NFP research, possibly as a result of NFPs' limited resourcing which inhibits their investment in communication technology or the fact that many NFPs operate in developing countries where technological communication infrastructure are undeveloped. Stickiness sources that relate to media are discussed next.

Difficulties Using Technology

NFP employees may experience difficulties using technology to transfer knowledge (Gilmour and Stancliffe, 2004). The Technology Acceptance Model (Davis, 1987) highlights that people use technology when they perceive it to be both beneficial and easy to use. Perceived usefulness is affected by how compatible technology is with users' needs (Tornatzky and Klein, 1982). Bloice and Burnett (2016) and Soakell-Ho and Myers (2011)

provide examples where this compatibility was lacking, with the result that NFP employees were unable to locate important knowledge that was stored using technology. Stickiness can also occur when employees use computers that malfunction (Riege, 2005), e.g. because they overheat or run out of memory. Even when employees have access to technology, unreliable internet or electricity supply can make it difficult for employees to gather information from volunteers in the field and deliver services (Gilmour and Stancliffe, 2004).

Unavailability and Inaccessibility of Communication Media

If NFP employees have no access to necessary communication media, knowledge flow is inhibited (Bloice and Burnett, 2016; Gilmour and Stancliffe, 2004). Bloice and Burnett (2016) found that Scottish Autism employees did not have an intranet system for storing and sharing knowledge. Voluntary Services Overseas had some employees who were operating in rural areas and had no computers to facilitate serving clients (Gilmour and Stancliffe, 2004). In some instances, organisations may have access to technology but choose to limit the people who can use it. For example, KFC and Coca-Cola limit access to their recipes. Riege (2005) mentions other successful organisations such as BMW and Microsoft which also prevent many of their employees from accessing specific knowledge bases. Although such restrictions inhibit knowledge flow to certain employees, it can be considered an intentional form of stickiness designed to protect competitiveness. However, having media that are unintentionally inaccessible has a negative impact.

Using Inappropriate KT Media

The successful transfer of knowledge requires a suitable KT medium (Albino, Garavelli and Schiuma, 1999; Duarte Moleiro Martins, 2016). Through an assessment of KT in Danish multinationals, Pedersen, Petersen and Sharma (2003) found that choosing a transfer medium that does not match the characteristics of the knowledge to be transferred can result in losing part of that knowledge, increase KT costs and reduce performance. Similarly, Szulanski, Ringov, and Jensen (2016) found that successful KTs depend on adequate KT methods. For example, tacit knowledge is best transferred by using personalised communication such as informal site visits, while explicit knowledge is best transferred by using standardised communication media such as training manuals and newsletters so that knowledge can be understood and applied in different contexts. In assessing transnational

KT between NFPs, Duan, Nie and Coakes (2010) also commented on the importance of choosing adequate transfer media. Specifically, media must be appropriate to the type of knowledge being transferred (Dyer and Nobeoka, 2000; Gupta and Govindarajan, 2000) and to the KT stage. Furthermore, selecting the media requires considering other stickiness factors. For example, Szulanski, Ringov, and Jensen (2016) found that using personalised communication channels in the early stages of KT resulted in successful transfers in the presence of causal ambiguity, and in unsuccessful transfers when knowledge senders and receivers had arduous relationships.

2.6 Research Gap

Scholars have discussed the importance of knowledge flow to NFP employees and stakeholders such as donors, and the factors that may inhibit this flow. However, little NFP research uses stickiness theory as a lens to explore knowledge flow difficulties despite its obvious potential. Among the few exceptions, Hasnain, Jasimuddin and Fuller-Love (2016) and Duan, Nie and Coakes (2010) focused on knowledge flow between employees and people outside NFPs, i.e. users of NFP social services in Bangladesh and employees involved in transnational KT between European and Asian NFPs. Further, few scholars have used stickiness to discuss knowledge flow problems between fundraising and accounting employees and their stakeholders. None have explored how stickiness in key NFP processes affects the ability of employees in other processes to reach their goals. Furthermore, little previous research has explored barriers to knowledge flow among internal employees. Bloice and Burnett (2016) and Hasnain, Jasimuddin and Fuller-Love (2016), argue that difficulties in knowledge flow may be organisationally and contextually dependent and have called for more research on the matter.

This study accordingly uses stickiness theory to explore four key NFP processes: raising children, fundraising, accounting, and family strengthening. It adds to previous work that explored problems with knowledge flow to NFPs' internal stakeholders (e.g. Bloice and Burnett, 2016) and external stakeholders (e.g. Hasnain, Jasimuddin and Fuller-Love, 2016).

2.7 Research Questions

This research uses stickiness as a lens to explore the difficulties in transferring information or knowledge in a NFP and the impact of this on the NFP's ability to reach its goals. This involves answering the questions previously indicated in chapter 1:

1. To what extent does stickiness affect LebSOS's ability to fulfil its goals?

FP research highlights the benefits that good KT can help achieve, including innovations that maintain competitiveness. Little research uses a stickiness lens to investigate this issue in NFPs. Answering this question helps address the gap in knowledge about the impact of stickiness on employees' ability to fulfil organisational goals.

2. To what extent do common factors contribute to creating various stickiness sources?

Identifying common stickiness factors will help compare stickiness in FPs and NFPs.

3. What actions may be taken to eliminate stickiness in key NFP processes and improve operational performance?

Identifying stickiness sources in NFPs could suggest ways to solve the problems stickiness creates.

Chapter 4 will discuss the study's method.

2.8 Conclusion

The chapter introduced previous research about NFPs, discussed knowledge flow concepts, and how they are defined in the thesis. It also introduced the concept of stickiness and discussed stickiness sources in organisations. Finally, it set out the research gap and research questions.

3. THE CASE ORGANISATION

This chapter will introduce the selected case organisation, the Lebanese Association of SOS Children's Village (LebSOS). It starts by providing background about SOS Children's Villages International (SCVI) of which the case organisation is a subsidiary. It then highlights reasons for choosing LebSOS as a case study. Background about LebSOS and its operating context follow. The chapter concludes with a summary

3.1 About SCVI

SCVI is a global NFP that provides "alternative care" (SOS Children's Villages International, 2018a), defined as "care for orphaned and other vulnerable children, who are not under the care of their biological parents" (Ministry of Social Affairs, Veterans and Youth Rehabilitation, 2006, p. 9; Unicef, 2006). The institution also assists families suffering hardship making them unable to care for their children (SOS Children's Villages International, 2018a). SCVI started operating in 1949, and now runs 554 children's villages and 600 youth centres worldwide (SOS Children's Villages International, 2018b). These villages and centres are managed by subsidiaries of SCVI located in Africa, America, Asia, Europe and Oceania. SCVI was ranked in the top 10 worldwide for the number of children that its employees supported (Wydick, Glewwe and Rutledge, 2013). To support them in line with the United Nations' framework (SOS Children's Villages International, 2018c), SCVI created policies and guidelines that employees should follow (SOS Children's Villages International, 2018d). Some of these guidelines aim for SCVI and its subsidiaries to be transparent and accountable to partners and maintain a high standard of care (SOS Children's Villages International, 2018b).

3.2 Past Research About SCVI Entities

Previous research exists about SCVI's subsidiaries, e.g. research conducted by the Swedish International Development Cooperation Agency (Sida) whose mission is to reduce poverty worldwide (Swedish International Development Cooperation Agency, 2013), and by the Norwegian Agency for Development Cooperation (Norad) which works to ensure that Norwegian aid funds are well used (Norwegian Agency for Development Cooperation, 2015). Both agencies had issues which affected knowledge flow in subsidiaries of SCVI. For example, Sida's 2007 report about SOS Malawi showed a lack of training resources hampered employees' development and created a risk of employing people who were

unmotivated and insufficiently qualified (Swedish International Development Cooperation Agency, 2007). The report also showed that SOS Malawi operated in isolation and did not coordinate its relief efforts and share experiences with other agencies that assist children such as Unicef.

Norad's 2008 report showed that another SCVI subsidiary, SOS Norway, experienced difficulties in hiring skilled people to fulfil strategic roles such as fundraising. The same report showed that KS across locations should be improved including sharing knowledge about the Family Strengthening Program which aims to keep families united (Norwegian Agency for Development Cooperation, 2008). The above examples show problems with knowledge flow to the stakeholders of SCVI's subsidiaries. Addressing them should improve the program's effectiveness across locations.

3.3 Reasons for Choosing LebSOS

LebSOS does similar work to SCVI's entities in Malawi and Norway, including educating children academically, and helping them understand the dangers of gambling, drugs, alcohol and inappropriate websites. Their overall objective is to help children become successful and independent members of society. Knowledge is also shared between employees and external stakeholders such as donors and families in need. Accordingly, from a research perspective, LebSOS appeared a promising site to identify stickiness sources that affected employees, donors, families and children in a NFP organisation.

The following additional observations also made LebSOS a good case for this investigation:

Poor Flow of Information to Stakeholders

Multiple visits to the LebSOS website highlighted that it was noticeably outdated. Figure 3-1 is a screenshot I took when I first visited the website in October 2013. At that time, I found that employees in the institution had started to publish news in February 2007 and stopped in April 2009. Furthermore, I found no published newsletters that people could access to learn about what is happening in the institution.

Figure 3-1 LebSOS Latest Website News (Lebanese Association of SOS Children's Villages, 2009a)

Figure 3-2 is a screenshot taken at the same time. It indicated that a new website would be released in early 2013 (Lebanese Association of SOS Children's Villages, 2009b).

Figure 3-2 LebSOS Planned Date for Releasing the New Website (Lebanese Association of SOS Children's Villages, 2009b)

I visited the website after October 2013 to check whether LebSOS employees had started to publish updated news. The website had remained unchanged from October 2013 until 19 December 2017. On 20 December 2017, the institution released a new website which allowed people to register to stay in touch by submitting their contact details to LebSOS. I registered in January 2018 but received no updates about the institution's work. I visited the new website many times after it became live including in May 2018 when I found it still had limited news about current LebSOS activities and events: the latest news was dated 7 February 2018. I also did not find any published newsletters and communication through the institution's Facebook account was limited. These observations suggested that there was still a poor flow of information between LebSOS and its stakeholders.

Lebanon's Infrastructure

Lebanon has a weak electronic and physical infrastructure which results in slow internet connectivity (Johnson, 2011; Masi, 2016). The country also experiences regular power black-outs (Bouri and El Assad, 2016) and severe storms during which internet connection stops. These issues suggest that LebSOS probably experienced difficulties communicating.

Syrian Refugees

LebSOS has been operating in a challenging environment because of the influx of Syrian refugees into Lebanon, which has attracted media attention and increased the funding to NFPs assisting them (Chaaban, 2017; European Commission, 2016; Global Fund for Women, 2018). For example, UNHCR reported spending over a billion USD in 2015 assisting Syrian refugees (UNHCR, 2015), and the European Commission aimed to mobilise more than a billion USD to Syrian refugees, of whom over 1.1 million were temporarily hosted in Lebanon (European Commission, 2016). However, the annual report of SOS Children's Villages International (2015) showed it spent around 10 million USD assisting refugees, a minimal contribution compared to other institutions. To continue to source funds in this challenging environment, LebSOS would need to gather media attention and make its work visible on the world stage. This study will show to what extent this flow and visibility were being achieved.

LebSOS's Independent Status

The political preferences of governments affect how they allocate funds to NFPs (Fowler, 1992; Edwards, 1993). Those preferences constitute a potential problem to LebSOS which

is a politically independent NFP (Lebanese Association of SOS Children's Villages, 2009c) operating in a context where political affiliation drives support (Hasselbarth, 2014; Petmesidou and Papatheodorou, 2006). Such institutions do not have an equal opportunity to access funding (El Daif, 2014). In addition, problems are created by the typical focus of Lebanese politicians on delivering social services and favours to their supporters (Seyfert, 2014). For example, the Hizballah political group supports a large network of charitable NFPs which typically serve people in the Shiite community. LebSOS is a denominationally independent NFP (Lebanese Association of SOS Children's Villages, 2009c), which is a potential problem considering that Lebanese NFPs source many donations from private donors (Beyond Reform and Development, 2015; Traboulsi et al. 2001, cited in Jawad, 2002, p.324) and that these donors give more money to religious than non-religious NFPs (Seyfert, 2014). An example is "Dar Al-Makassed Al-Islamia", a NFP established in Beirut in 1878 with an aim to deliver Sunni Islamic education to the largest number of children in society. The objective of this NFP and its long history mean that it receives large financial support from the Lebanese Sunni community. To continue sourcing funds, LebSOS must ensure that private donors receive regular information about the institution and its work. This study will show to what extent this flow was being delivered.

The Researcher's Background

A researcher whose social identity aligns with that of research participants often has easier access to research data and sites because research participants prefer to communicate with people they consider similar to themselves (Harrington, 2003). It also results in those people being better liked (Hogg and Terry, 2000), which helps establish trust and generate truthful and insightful responses from interviewees (Fontana and Frey, 2000). The fact that I am a native-born Lebanese who understands the local culture and speaks the local language fluently was a further reason for choosing to study LebSOS.

3.4 LebSOS Structure and Activities

LebSOS, which was founded in 1969, is one of 117 global subsidiaries of SCVI. It operates a head office, four villages, six youth centres and two social centres (Lebanese Association of SOS Children's Villages, 2018a).

LebSOS Head Office

Figure 3-3 shows the head office structure of LebSOS.
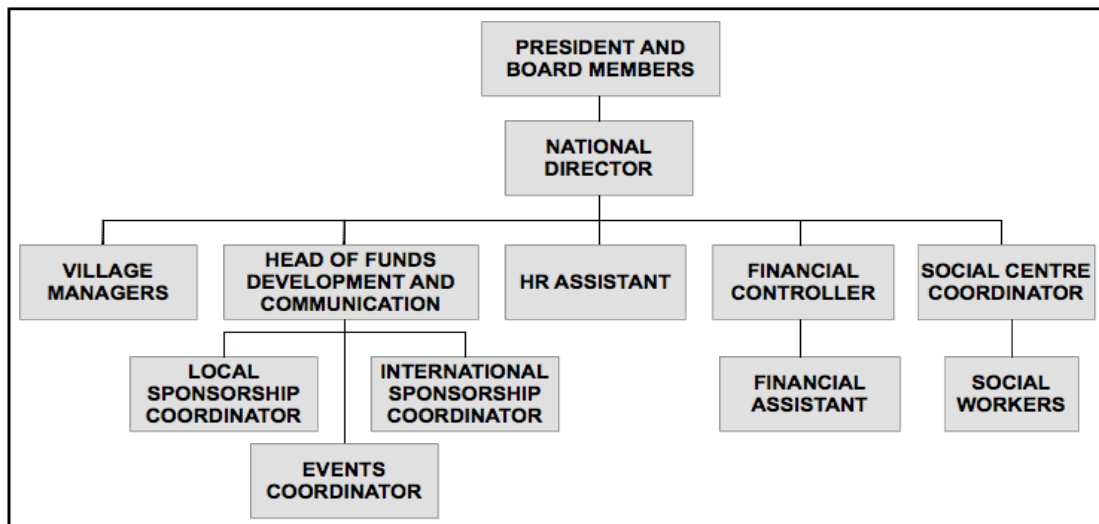
Figure 3-3 LebSOS Head Office Structure

At the most senior level, there is a president and board members who are well-known in the community. They attend events such as the institution's annual fundraising dinner, approve initiatives and expenditure, and contribute to developing the strategy for driving support. Moreover, they carefully choose the activities and people they engage with to protect the institution's image. The National Director reports to the President and board members and oversees delivering the mission of SCVI in Lebanon. Employees inside and outside head office report to the National Director. In head office, employees include the Head of Funds Development and Communication who manages a few fundraising employees. They include the Local Sponsorship Coordinator and the International Sponsorship Coordinator whose respective roles are to engage with local and internal donors and share information about LebSOS and the children that donors sponsor. Fundraising employees also include an Events Coordinator who manages events such as LebSOS's annual festival. In the accounting function, there is a Financial Controller who manages a Financial Assistant. In the family strengthening process, there is a Social Centre Coordinator who oversees social workers, and assesses requests for assistance from families in need. Social centre employees are expected to enter the information they collect about clients onto SCVI's Family Strengthening Program database. Finally, a Human Resources (HR) Assistant manages all HR related activities. Externally, employees include managers of LebSOS villages throughout Lebanon.

LebSOS villages consist of houses and facilities such as kindergartens and sports grounds which were purpose-built in different Lebanese locations to house and support children whose parents are dead or are unable to care for their children due to health issues or poor financial capability, or who are unsuitable carers due to engaging in crime, directing children to beg or work in prostitution, or failing to enrol them in school. Figure 3-4 shows LebSOS villages located in the South (Sferai village established in 1981), North (Kfarhay village established in 1995) and Bekaa (Ksarnaba village established in 2006) areas. These areas have a poverty rate that is higher than the capital, Beirut (Abou-Habib et al. 2014; El Laithy, Abu-Ismail and Hamdan, 2008). There is also the Maten village (Bhersaf village established in 1969) which is located close to the capital. Figure 3-4 shows where LebSOS villages are located.

Figure 3-4 The Location of LebSOS Villages (SOS Children's Villages International, 2018e)

LebSOS employs staff with varying expertise. Village employees report to village managers and hold job titles such as Educator, Social Worker, Secretary/Sponsorship Coordinator, Accountant, Nurse, Kindergarten Coordinator, Social Centre Coordinator (see section titled LebSOS Social Centres) and Mother (i.e. a woman who directly cares for children who live in LebSOS villages). There are also employees who are physically located elsewhere but also report to village managers. These employees hold job titles such as Youth Leader and Youth Assistant (see section titled LebSOS Youth Centres). Interviews helped elucidate slight differences in job titles, but in general, the reporting structure is as shown in Figure 3-5:
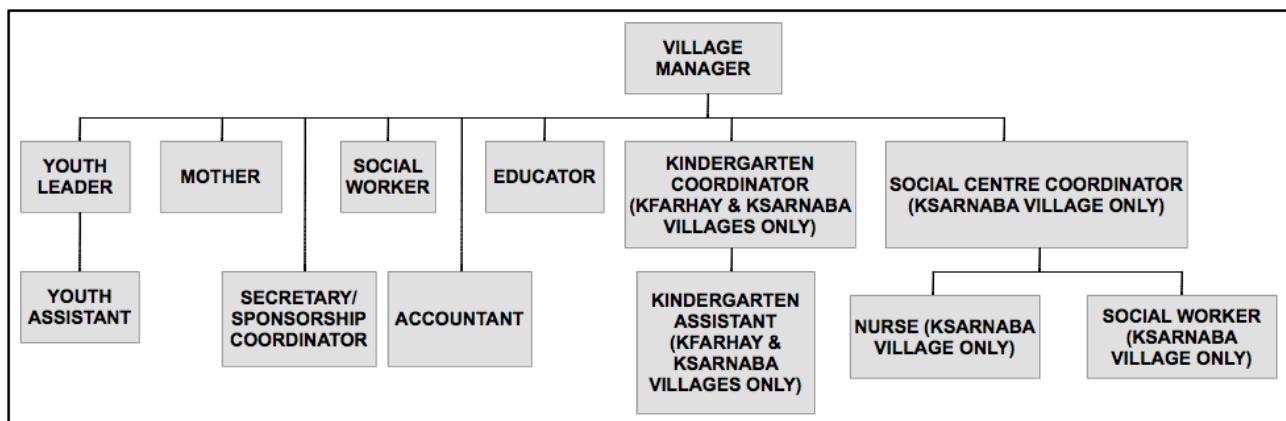
Figure 3-5 LebSOS Village Structure

Caring for and bringing up children is a primary role in villages, with village managers and mothers acting as guardians in the absence of children's biological parents. Mothers care for children aged up to 14 years and are supported by multiple village employees including educators[1], social workers, kindergarten coordinators and village managers. Village managers are assisted by accountants and secretaries. Secretaries also help the International Fundraising Coordinator mentioned in Figure 3-3 by developing reports about children which international donors receive. This role is further discussed in section 6.2.

LebSOS Youth Centres

Youth centres are houses where children stay after leaving villages. There are six centres in Lebanon which are managed by youth leaders. Those leaders manage youth assistants and report to village managers (see Figure 3-5). Similar to mothers, youth centre employees

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[1] People referred to themselves either as "educatrice" in French or "educator" in English.

are supported by village employees such as educators, social workers and village managers.

LebSOS Social Centres

LebSOS has a social centre in head office (see Figure 3-3) and another in the Ksarnaba village (see Figure 3-5). From these centres, employees run a Family Strengthening Program to support families at risk of abandoning their children. LebSOS established the program in 1986 to cope with the consequences of long years of war which left many parents poor, traumatised, unskilled, and unable to meet the basic needs of their children, and the Lebanese government unable to deliver the services its citizens needed. The program aims to keep biological families together by helping them become economically self-reliant and able to support their children (Lebanese Association of SOS Children's Villages, 2018b). To achieve these objectives, employees such as social workers and nurses educate parents from the community, especially single mothers, on topics such as caring for children and preventing pregnancy. They also teach women about managing diabetes partly so they can pass the knowledge to their husbands many of whom have the disease. World Bank estimates from 2017 about the prevalence of diabetes in Lebanon reflect the need to cover this topic: around 12 percent of people in Lebanon aged between 20 and 79 have diabetes. This is high compared to countries such as Australia where the rate is 5.1 percent (World Bank, 2017). Social centre employees also organise training sessions in skills such as hairdressing to help people to generate an income.

3.5 LebSOS Operating Context

Lebanon is a small (10452 km square) densely populated country that stretches along the eastern shores of the Mediterranean Sea (Asmar, 2011). The country follows a sectarian system of government (Cammett and Issar, 2010) where political power is shared between political parties of varying religious affiliations (Makdisi, 2000), mainly Maronite and Orthodox Christians, Druze, and Sunni and Shiite Muslims. The system was introduced when the country gained independence in 1943 and updated when the Taif Agreement, which formed the basis for ending the civil war and reintroducing the political process, was signed (Makdisi and Sadaka, 2003). It allows supporters of political groups to use what is known as "wasta" – connections – to gain access to power, jobs and other resources (Leenders, 2006). In fact, Makhoul and Harrison (2002) argue that the best way to get things done in Lebanon is for people to use their connections. This system encourages politicians

to take little interest in delivering social services to Lebanese people beyond the politicians' communities (Seyfert, 2014). Instead, politicians tend to fund NFPs that can drive their political agendas (Chahine et al. 2009). Furthermore, capable Lebanese with political ambitions support NFPs in a bid to control their actions and objectives (Clark and Salloukh, 2013; Zurayk, 2011). Clark and Michuki (2009) show that the way Lebanese politicians try to influence NFPs also occurs in other countries such as Jordan.

Problems with the Lebanese political system often surface due to mistrust between political parties, leading to power deadlocks and hampering the work of official ministries (Leenders, 2006). Political deadlock arise because of the high involvement of foreign actors who influence the Lebanese political process by forbidding their citizens from visiting Lebanon for tourism purposes (Barnard, 2016), and from making large financial donations (Barnard, 2016; Makdisi, 2000). For example, the Saudi Arabia government which backs Muslim Sunnis halted a 3 billion USD donation to the Lebanese army when the Lebanese government did not condemn attacks on Saudi diplomats in Iran (Gillis, 2016). In response, Iran, which backs Muslim Shiites, offered to assist the Lebanese army if the government permitted (Majidyar, 2017). These examples show how foreign powers try to influence the political arena, which often leads to instability and political deadlocks. For example, Lebanon remained without a president for over two years because some Lebanese politicians wanted to elect an Iranian backed president while others wanted a Saudi backed president. This conflict resulted in Iranian backed political parties not attending meetings intended to elect a president. The issue was only overcome after an agreement was reached between major Sunni and Shiite political parties (Issa, 2016). A disagreement about the laws governing elections occurred in 2017 (Wood, 2017) which resulted in postponing the upcoming election.

The conflict between political parties is not new. It has resulted in politicians not making long-term decisions that can benefit the country (Leenders, 2006; Makdisi, 2004). Instead, the country's debt has piled up reaching 74.889 billion USD (146% of GDP) in 2016 (Republic of Lebanon Ministry of Finance, 2016). Moreover, recent figures estimate Lebanon's unemployment rate to be 25 percent (Aziz, 2017; Kadi, 2017) and 37 percent for youth aged between 18 and 25 years (Kadi, 2017). The Lebanese president suggested in 2018 that unemployment had reached 46 percent partly because Lebanese employees had been replaced by Syrian refugees who would accept lower wages (The Daily Star, 2018).

Unemployment is particularly high amongst families in Akkar, Tripoli and Saida where over 50% of households live below the poverty line (Seyfert, 2014). To assist families, Lebanon has over 6000 NFPs that serve different missions including education, research, religion, and social services. Many NFPs are religiously affiliated and provide social services by raising orphans and supporting the poor and the disabled (Seyfert, 2014). These NFPs compete for funding with non-religiously affiliated NFPs such as LebSOS.

3.6 Conclusion

This chapter described SOS Children's Villages International (SCVI) and past research about its entities. It also described the Lebanese Association of SOS Children's Village (LebSOS) and the reasons for choosing it as a case organisation. It also described the sectarian and politically unstable context where LebSOS operates.

4. RESEARCH METHOD

4.1 Introduction

This chapter will discuss how the research was carried out. It starts by explaining the research objective and the value of the Lebanese context for answering the research questions. It describes next the reasons for conducting interpretive research to answer the research questions and then justifies the selection of specific data collection techniques. A discussion of research bias and how it was managed follows. The chapter next discusses data collection issues such as gaining access to the case organisation and permission to recruit participants, how participants were chosen, and how trust was established with management and potential participants. Discussion of the interview guide, interview process and how interview transcriptions were made follow. Finally, the chapter discusses how the data was analysed.

4.2 Research Objectives and Context

As noted earlier, this work aims to contribute to further developing NFP stickiness research by identifying stickiness sources and causes in LebSOS, a NFP organisation. The results may facilitate action to eliminate stickiness in key NFP processes and so improve their performance.

Lebanon was chosen as a research context because people in there experience unique challenges that may create new stickiness categories and sources. Furthermore, there appears to be no previous work that has used a stickiness lens in that context and considered how Lebanon's unique characteristics may inhibit knowledge flow in NFP organisations. LebSOS was selected because of its focus on social services and because of evidence that knowledge flow difficulties may be prevalent in the institution. The identification and reduction of stickiness in LebSOS is important considering the large need for social services across the country.

4.3 Research Paradigms and Approaches

The realist and interpretivist research paradigms are commonly used for answering research questions (Bryman, 2008; Farquhar, 2012; Veal, 2005). The realist paradigm is used by researchers interested in generating objective truth (Phillips and Burbules, 2000; Lee and Lings, 2008). They source it by using deductive thinking which involves generating and empirically testing the correctness of theoretical propositions (Bryman, 2008; Cavana,

Delahaye and Sekaran, 2001, Lee and Lings, 2008), typically by collecting and analysing quantitative data (Blaikie, 2000; Patton, 2002). The interpretivist paradigm, on the other hand, is used by researchers who are interested in realities which are subjective and socially constructed (Creswell, 2014; Lee and Lings, 2008). Interpretivist researchers source truth by using inductive thinking which typically involves collecting qualitative data from multiple sources such as observations and interviews (Blaikie, 2000; Patton, 2002). Qualitative data provides in-depth insights into the thoughts and behaviours of research participants. Identifying patterns in the data helps generate findings which show the world from participants' varying perspectives (Dudovskiy, 2016; Lee and Lings, 2008; Veal, 2005). These findings may help researchers develop a theory, test it, and so generalise research findings (Blaikie, 2000; Bryman, 2004; Patton, 2002).

This project started with a vague aim to explore communication issues in a NFP organisation in Lebanon: LebSOS. Communication problems appeared to be present in the institution's limited communication both internally and externally via its Facebook page and the website. Accordingly, the study did not start with an intuition that there was a stickiness problem in the selected institution, nor with a set of theoretically driven research questions based on stickiness. Instead, I used a broadly grounded theory approach, i.e. I knowingly asked a broad range of questions aimed at exploring difficulties in communication in LebSOS.

When I began analysing the data, I found codes and categories that relate to previous stickiness research thus it seemed that stickiness theory was pertinent to understanding the types of issues that LebSOS was experiencing. Accordingly, I began analysing the data from a stickiness perspective. Starting with a research approach not focused on stickiness resulted in also identifying many knowledge flow difficulties that did not result from stickiness. For example, I saw that the high turnover of mothers resulted in LebSOS losing their knowledge and being unable to transfer it to colleagues and children. While turnover may create problems with knowledge *loss*, this is a different problem from stickiness which is concerned with difficulties that arise when *sharing or transferring* information. In this sense, turnover as a knowledge loss issue lies beyond the KT stages discussed by primary stickiness scholars and beyond "eventfulness".

4.4 Data Collection for this Qualitative Research

Researchers can use many qualitative data collection approaches such as focus groups, unstructured, semi-structured or structured interviews, observations and documents (Creswell, 2014; Farquhar, 2012; Veal, 2005; Zikmund et al. 2015). Data can also be collected from alternative sources such as internal organisational reports, meeting records and forms, and public sources such as social media (Zikmund et al. 2015). For the present research, I collected data from multiple sources including interviews, observations, company documents, the LebSOS website and social media.

Initial Research - Website and Social Media Data

As noted earlier, the research began with a general aim of exploring communication issues in LebSOS. I started by looking at the institution's website and social media accounts as they were public and easy to access. The initial data indicated possible weaknesses in the institution's communication practices with stakeholders. For example, news on the website was over four years old, Facebook communication was limited and intermittent and other social media communication was non-existent. Furthermore, I observed the institutions website and social media communication over many subsequent months and noticed no changes in the communication that employees were producing. These initial findings fuelled my interest in using the institution as a case study and led to my gaining the director's permission to research LebSOS and its employees. I developed a questionnaire that provided detailed information about the research topic (see section 4.6.1). I then continued with gathering primary data by conducting one-on-one interviews and observations and secondary data from reviewing in-house documents, and other publicly available data (e.g. through LebSOS's website and social media accounts).

Interviews

There are various ways of gathering interview data ranging from group interviews such as focus groups to one-on-one interviews. The geographical distance between LebSOS employees and the busy nature of their work made using focus groups unsuitable. Village managers would have needed to travel between 1 and 2.5 hours to attend a focus group session in head office limiting their ability to manage day-to-day village issues. However, interviewing individual participants across Lebanon was possible. Furthermore, a one-on-one approach allows the interviewer to develop relationships which help interviewees

become comfortable and more willing to disclose sensitive information (Kim et al. 2008). It also allows the interviewer to probe and clarify participants' responses.

Interviews can be unstructured, semi-structured or structured. Conducting an unstructured interview would have been unsuitable as the lack of pre-determined questions would have made it difficult to keep participants focused on the general topic, which at that time I envisaged as communication. Conversely, structured interviews would have tended to constrain the discussion to a limited list of highly specific questions. This would have prevented interviewees from presenting new issues that I had not anticipated. It would also have prevented me from asking additional interview questions and amending the order in which questions were asked (Alshenqeeti, 2014). Instead of these options, I used a semi-structured interview guide which allowed enough flexibility to investigate ideas and inquiry lines which surfaced during the discussions (Fontana and Frey, 2005; Opdenakker, 2006). This flexibility also allowed me to vary the order of questions based on recipients' responses, gather in depth interview data, and cover all relevant topics.

Observations

In addition to interviews, I observed research participants' work activities. This approach has been described as the "purest form" of qualitative data collection (Sofaer, 1999, p. 1109) because it imposes no boundaries or patterns on the information that can be gathered. My observations focused on the interactions between employees working in different processes to identify possible communication and knowledge sharing issues. For example, I observed employees who were working in the raising children process and found that mothers in some villages interacted with each other and other employees and participated in knowledge sharing events, while in other villages their interactions were limited. I also observed how secretaries who were assisting the fundraising team in head office were manually recording information about the received donations, and were unable to share with those employees other fundraising related information due to internet and electricity unreliability. Furthermore, I observed how the connectivity issue made social workers unable to share client information with colleagues in LebSOS and SCVI.

Website, Social Media and Other Data Sources

Finally, I collected data from the institution's website and social media accounts to observe possible changes in the institution's communication practices. I also collected documents

about LebSOS's processes such as forms which accountants had to complete and process each month and forms which social workers had to fill out and process before they could provide financial assistance to LebSOS clients. I also collected materials relating to the fundraising process such as calendars which the fundraising team shared with important donors and physical mail cards which had been returned after not being delivered to donors. The additional data helped better understand how employees operated in each of the four key processes and confirmed and extended the issues identified in interviews.

4.4.1 Managing Research Bias

Various forms of research bias may affect the reliability and validity of qualitative research (Bromley, 1986; Hussey and Hussey, 1997; Maxwell, 2005). Personal bias may mean researchers are unable to differentiate between their beliefs, existing theories, and the evidence they find (Kirshner, Pozzoboni and Jones, 2011). This could occur when the research evidence constitutes a threat to personal beliefs which researchers may try to address by discounting it (Chinn and Brewer, 2001; Kuhn, Amsel and O'Loughlin, 1988). This results in misinterpreting responses and reaching inadequate findings (Hussey and Hussey, 1997; Yin, 2009). To minimise personal bias, I allowed participants to tell their story in their own way, and followed through with prompts to ensure responses were clear. Additionally, I incorporated notes about interviewees' body language and what it revealed about their feelings. Furthermore, I maintained the chain of evidence which led to conclusions (Gillham, 2008) by ensuring that the data that relate to the findings from each process were available for inspection (e.g. by checking the transcripts, the NVivo codes and the collected documents). Combined, these actions helped eliminate potential personal bias when reporting findings.

Sample bias can also affect the validity of research findings (Cavana, Delahaye and Sekaran, 2001). It can occur when a chosen sample is non-representative for investigating a topic (Boyer and Verma, 2010). To eliminate sample bias, I recruited a wide range of managers and reporting staff who were involved in key processes where communication and knowledge sharing appeared to be problematic (see Table 3-1). For example, to find potential knowledge flow difficulties in the fundraising process, I collected data from a fundraising employee who was managing communication with donors in Lebanon and another who was managing communication with international donors who were recruited

through the office of SCVI in Vienna. To gain a complete view of donor communication in LebSOS, I next interviewed a fundraising employee who was managing communication with other types of donors including those who donated through the LebSOS website. I also interviewed mothers and managers who worked on the raising children processes in four different villages, and social workers and accounting employees from villages and head office who worked on the family strengthening and accounting processes. This allowed me to compare the data across different locations. Furthermore, I selected interviewees who could add more insights to the initially collected data. The selection of participants who were involved at each stage of each process in many locations helped me avoid missing people who had something to say. In all, it allowed me to gather rich, detailed data about the experiences of interviewees in the same and in different processes (Hennink, Hutter and Bailey, 2011; Yin, 2009).

4.5 Gaining Access and Establishing Trust

To gather good data, free access to the target organisation and establishing trust with participants are important. These issues are discussed next.

4.5.1 Making Contact

To recruit participants, I contacted a family friend who worked in the targeted case organisation. She recommended speaking to her manager, who suggested I contact LebSOS's director. After an informal phone discussion, the director said she would approve the institution's participation after I sent an official request letter. I sent the letter which included information about the research, the requirements from the NFP, and the potential impact of the research on participants. The director approved via email the institution's participation and the recruitment of research participants. I then sent the director a research information sheet written in the local language, Lebanese. I said I wanted to interview people who worked across all LebSOS's locations and were involved in all four key processes. I got formal permission to interview people in an unrestricted way. The criteria for selecting participants was that they were working in a range of LebSOS locations and were involved in various stages of all four targeted processes.

4.5.2 Recruiting Participants

To facilitate the recruitment of participants, managers across the institution distributed the information sheet to employees and informed them about the dates I intended to visit their branch. Furthermore, the National Director provided information about the job titles of people across locations and the contact details of key personnel. This helped me understand employees' roles and, through purposeful sampling, contact employees who worked in the targeted processes and seemed likely to understand them and be able to shed light on the issues. This sampling approach, which is used in the early stages of grounded theory research (Charmaz, 2014; Glaser, 1978) resulted in recruiting 26 participants from various locations (see Table 4-1). They included managers and reporting staff.

Upon visiting each branch, I introduced myself and invited other employees who might be interested in being interviewed to contact me. This approach to recruiting participants has often been used in previous research (Camp, 1993; Ritchie, 2017). Many employees indicated their interest in participating. On some occasions, after gathering initial data and performing some analysis, I interviewed additional participants who could provide data that supplemented previous analysis, an approach known as theoretical sampling (Charmaz, 2014). For example, two younger mothers (the 'mother' role is discussed in section 3.4) who belonged to the younger generation in the same village mentioned their arduous relationships with older mothers which appeared to result in being unable to benefit from other mothers' wealth of knowledge. To investigate further, I interviewed a third mother who belonged to the older generation. She highlighted that she and her colleagues disliked the way younger mothers thought and behaved and that they (the older mothers) therefore limited contact and knowledge sharing with them. This comparison of responses validated the existence of stickiness due to arduous relationships. The selected sampling approaches are better than alternatives, e.g. convenience sampling, where only readily contactable participants are selected. The fact that not all LebSOS employees were interviewed makes it possible that some people who thought systematically differently about the issues might not have been interviewed. However, interviewing the majority of employees across many roles and processes (e.g. all village managers, the majority of social workers and youth leaders) reduces the possibility of selection bias and increases support for the findings' trustworthiness.

4.5.3 The Selected Interviewees and Research Location

I travelled to Lebanon and, over a period of one month, conducted face-to-face interviews with thirty-nine research participants. Interviewees included managers and reporting staff who performed different roles in four key processes and transferred knowledge to stakeholders inside and outside LebSOS. Table 4-1 shows the number and type of participants from each process and their primary work location.

Interviewee Location	Accounting Process		Raising Children Process		Family Strengthening Process		Fundraising Process	
	MGR	RS	MGR	RS	MGR	RS	MGR	RS
Village 1		1	1	3 (1 + 2)		1		
Village 2		1	1	5 (2 + 3)		1		1
Village 3		1	1	3 (2 + 1)		1		1
Village 4			1	1				
Youth House 1			1					
Youth House 2			1	1				
Youth House 3			1					
Youth House 4			1					
Youth House 5			1					
Social Centre 1					1	1		
Social Centre 2						2		
Head Office	1						1	3
Total # Of Participants	1	3	9	13	1	6	1	5

MGR = Manager   RS = Reporting Staff
Yellow Highlight = People Recruited Prior To Travelling To Lebanon

Table 4-1 Interview Participants' Locations, Positions and Roles

In total, I interviewed 24 village employees including educators, social workers and mothers, six youth house employees such as youth leaders and youth assistants, four social centre employees such as social workers and a nurse, and five head office employees such as fundraisers and an accountant. I did not interview anyone in youth house 6 as it was situated in a neighbourhood where there was political unrest and intermittent armed conflict between the Lebanese army and followers of a religious leader.

To ensure that participants were comfortable which facilitates gathering rich responses, I conducted interviews in locations the participants preferred (Patton, 2002). For example, I travelled to villages and interviewed village managers in their offices and mothers in the comfort of their LebSOS homes. I reached data saturation after several interviewees answered questions similarly, and it was clear that gathering additional data would not result in finding themes that would change or add to the study's conclusions (Creswell, 2014; Guest, Bunce and Johnson, 2006; Maxwell, 2005). In a few instances, I discussed themes that were based on the comments of only a few employees. However, these employees were knowledgeable about stickiness sources that existed in specific processes. For example, **Fundraising Manager #1** explained why the fundraising department had a shortage of employees. However, other fundraising employees who were asked about the topic were unsure about the reason and recommended speaking to the manager who might know.

4.5.4 Establishing Trust

Researchers need to establish trust with their participants (Meyer, 2001; Whittle et al. 2014) for those participants to be willing to answer questions truthfully (Fontana and Frey, 2000). Establishing trust is an ongoing process which starts when a researcher seeks access to a case organisation and continues throughout interviews. To build participants' trust, researchers must introduce themselves and be honest about the purpose of their research, and what personal stake, if any, they may have in a project. They should also explain what participants may gain or lose from participating (Whittle et al. 2014).

Before travelling to Lebanon, I called many potential interviewees to introduce myself, explain the planned investigation, and find people who agree to be interviewed; 26 verbally agreed to participate. After arriving in the country and on visiting each new work site, I spent between two and four hours introducing myself to all employees using the local language

and explaining my background and links to Lebanon. For example, I told people that I was born in Tripoli and lived in Koura until the age of 18. I also told them about my parents' villages and about how Australian Lebanese maintain their traditions and strong ties with their homeland. By doing this, I showed potential interviewees that our identities were aligned, which, according to Fontana and Frey (2000), increases trust and facilitates gaining truthful responses. I also indicated my passion for humanitarian causes, which also helped in establishing trust (Atkinson, Coffey and Delamont, 2003). These actions resulted in my becoming a familiar and trusted figure to employees who seemed to feel comfortable interacting with me, asking questions about the project, and how they could get involved. I spent in total between one and three days in each LebSOS facility depending on the number of interviewees and their availability. In my initial visit to each location, I was honest in explaining the purpose of the investigation, what was expected from participants, and any inconvenience they might experience. I also explained that their confidentiality would be protected and how I would minimise their risk exposure (e.g. psychological risk) (National Statement on Ethical Conduct in Human Research, 2007; Patton, 2002), by not pushing for answers to sensitive questions and topics. I also explained that interviewees could withdraw their participation any time without any impact on their relationship with their employer, with the University of Wollongong, or with me. Finally, I explained that the University's Human Research Ethics Committee had approved the study and that a committee member was available with whom they could raise concerns or complaints regarding the research process. Following the initial meeting and to further increase trust, I sometimes simply spent time with employees, sitting with them over lunch or coffee.

At the beginning of each interview, I worked to further create trust by reiterating my Lebanese background and interest in humanitarian causes. I also invited participants to share any concerns they might have about getting involved. Some raised a concern about distrust between some colleagues. I managed it by assuring participants their data would remain confidential and secure in locked cabinets and would only be accessed by authorised personnel in the University of Wollongong, such as my thesis supervisors. Throughout the interviews, interviewees seemed comfortable and honest in their responses. At the conclusion of interviews, many commented about how much they had enjoyed taking part and the freedom they felt speaking about the issues they experienced. They also hoped the findings could result in improving the way the institution operated.

4.6 Interviews

To conduct interviews, I first designed the interview guide including the steps I would follow when asking interview questions. I also made verbatim transcriptions to deliver accurate transcripts.

4.6.1 The Interview Guide

The semi-structured interview guide began with simple, non-threatening questions which would encourage rapport with participants (King and Horrocks, 2010). For example, I asked interviewees, "*what does the word communication mean to you?*" The word 'communication' may seem abstract and complex, but in Arabic, the word communication is "tawasol" which means talking and engaging with others and is not considered technical. People went on to tell me about communication in general and about communication in LebSOS. I asked additional questions to explore the roles of employees and learn how they viewed communication and KS in their workplace. They included: "*Could you please tell me about your role in LebSOS?*", "*Do you think communication and knowledge sharing (KS) are important for LebSOS? If yes, why and if not why?*" and "*Do you think communication and KS are important for you to do your job well? If yes, why and if not why?*" Where I used words that I thought participants might have found a little technical, I immediately explained in simple words what I meant. For example, I asked interviewees, "*What does the word stakeholder mean to you?*" Responses to this question revealed an interesting pattern in that many interviewees considered the word to mean locals who only engage with LebSOS as beneficiaries. I explained to interviewees that I meant people they interacted with inside and outside the institution as part of their work.

As participants became more comfortable, I started asking more sensitive questions (Lindlof and Taylor, 2011), including: "*Please list the stakeholders that you communicate with inside LebSOS as part of your role*", "*Please list the stakeholders that you communicate with outside LebSOS as part of your role*", "*What role do these stakeholders play to help LebSOS achieve its goals?*", "*How do you communicate with all these stakeholders and why?*", "*Are there any areas where you think communication is weak and could be improved?*", "*What do you think causes this weak communication?*", "*What is the impact of any weak communication on your ability to gain the information you need to do your work?*", "*Do you know whether your colleagues are also affected by this weak communication?*" and "*What*

do you think can be done to address weak communication, if it exists?" Responses helped identify the roles that employees played in communicating and sharing knowledge in LebSOS, issues which inhibited this sharing and their causes, and employees' ideas for improvements. I asked additional questions to investigate other inquiry lines when they arose. For example, I found upon interviewing the village 1 accountant that the process for completing accounts was manual and cumbersome. I then collected some blanks of the forms which village employees had to complete. I compared processes across locations by asking employees in other locations questions about their processes and the forms they had to fill in. I used simple Arabic throughout the interviews and, as mentioned earlier, explained any technical or potentially ambiguous terms. Before interviewing participants, I ran practice interviews with two NFP volunteers from other organisations to check whether the interview questions were clear. I used the feedback from these volunteers to refine the research questions. The full interview guide is presented in Appendix 1.

4.6.2 The Interview Process

Although I had explained to potential interviewees during my initial visit the purpose of the investigation and that they could withdraw their participation at any time, I reminded them about this at the beginning of each interview. I then asked them to sign that they formally consented to being recorded on audiotape and observed while doing their job. The recordings allowed me to play back the data repeatedly (Silverman and Marvasti, 2008), which helped me ensure clarity and correctness when transcribing it which minimised the chance of misinterpretation during data analysis (Fernandez and Griffiths, 2007) and allowed me to focus on participants' responses and to monitor nuances, body language and facial expressions.

In line with the semi-structured interview approach, I asked interview participants broadly the same questions, which enables the researcher to compare participants' responses (Bryman and Bell, 2007). To remove potential ambiguities, I used probes such as "is this what you mean?", or "I did not understand what you mean" (Rubin and Rubin, 2005). However, the majority of responses were clear and required little probing. At times, participants who gave non-relevant responses and seemed to go off-track were gently interrupted with a question to bring them back to the point. For example, an employee whom I asked about the sharing of knowledge inside the institution instead spoke about sharing

knowledge with family and friends outside the institution. I gently repeated the original question to get the information I was seeking. In general interruptions were minimised to allow responses to flow. At the end of the interviews, which lasted between 29 and 113 minutes (57 minutes average), I thanked interviewees for their participation and invited them to make contact at any time if they had questions.

4.6.3 Transcribing the Interviews

To correctly transcribe interviews, I had bought a quality recorder and tested it in different settings to ensure it delivered clear recordings. Being a native speaker of the language in which interviews were done and an advanced English speaker also helped me to correctly transcribe the interviews. I did not amend the transcribed words to make them grammatically correct as this could change the meaning (King and Horrocks, 2010). Instead, I kept verbatim transcriptions. I of course maintained my awareness of the nuances in the original Arabic language and, where that was important, I have explained them in the thesis to convey what participants meant to say. For example, I have explained the use of "akh" in section 5.4.1, an utterance which showed that participants were frustrated with issues they encountered in their work. I also explained in the same section the idiom, "he had a long hand", which means a dishonest person who steals money. I kept the audio tapes in Arabic and transcribed and translated them into English simultaneously. Because the transcripts were in English, a language most interviewees did not understand, it did not make sense to ask interviewees to review them. Nevertheless, I was careful to ask follow-up questions to ensure I clearly understood what interviewees were saying, and thus be able to correctly convey the intended meaning in the transcripts. Additionally, I went back and spoke to participants from time to time such as when subsequent interviewees communicated information that could be clarified by earlier participants. Furthermore, I had informal discussions with key LebSOS personnel such as **Village Manager #3** which helped confirm specific themes. For example, many employees commented about having limited resources (e.g. employees, training funds) and that this has reduced knowledge flow across processes. Upon returning to village 3, I drank coffee with the manager who I knew was highly vocal about addressing the challenges which employees across locations were experiencing. This manager, who was appointed in 2018 as Director for the whole institution, agreed that resourcing was a major issue in LebSOS. He went into detail about the reasons for this, including his perception that management personnel in key departments such as fundraising

were reactive rather than proactive in their approach to improving stakeholder communication.

4.7 Analysing the Data and Reporting the Findings

I started analysing the data during interviews by focusing on what interviewees had said and seeking clarification whenever responses were unclear. I continued this analysis by listening to recordings at the end of each day to identify recurrent themes and new themes that required further investigation. Through subsequent interviews, I probed points of interest which helped identify repetitive patterns.

At the conclusion of data collection and following my return to Australia, I started to analyse transcripts by using NVivo. I first entered participants' demographic attributes and transcripts onto the system (Richards, 2009). Next, I read some transcripts thoroughly several times each and identified data patterns before placing those patterns in codes and categories (Kelle, 1997) that related to the questions asked. I noticed through this analysis that many of the identified codes evoked themes in the stickiness literature. For example, many interviewees highlighted that differences between how older and younger generation of mothers think affected their relationship. I added those comments to the code "Generational Differences". I found other comments which highlighted that the limited meetings between village employees also affected relationships, so I added the code "Limited Meetings". I added the codes "Generational Differences" and "Limited meetings" to a main code, "Reasons For The Arduous Relationships Between Employees". I then added the main code "Reasons For The Arduous Relationships Between Employees" and other main codes such as "The Impact Of Arduous Relationships" to the main category of "Arduous Relationships".

Through subsequent interview analysis, I found other codes that matched themes in the stickiness literature. For example, interviewees commented about being unable to use the integrated accounting system. I coded this as "Inability To Use Accounting System". Sub-codes were also identified for this code. For example, interviewees commented on the reasons for having no integrated accounting system and the impact of this limitation. These were coded as "Why There Is No Integrated System" and "Result Of Having No Integrated System". I added the above codes to the main category, "Inability To Use Communication Media".

Throughout the analysis, I remained alert to new and existing stickiness types, reporting findings that were familiar or unfamiliar to previous research (Corbin and Strauss, 2008; Yin, 2009) and seemed specific to the NFP context. For example, I found that many social workers operated in dangerous environments such as in conflict zones where snipers were active. This conflict made it difficult for social workers to continue transferring knowledge to clients without extra effort and vigilance to avoid losing their lives (Szulanski, 2003). This problematic situation which occurred during KT is worthy of remark, thus constitute a stickiness source. I coded this KT issue as "Operating In Dangerous Environments", an issue which has not been previously discussed in the stickiness literature.

During the coding process, there were instances where I read the English verbatim transcriptions and, given the passage of time since the interview, was unsure what the comments meant. Before coding them, I played back the recording and ensured I understood what interviewees meant to say. I also found codes and categories which were unrelated to stickiness theory and were not useful in explaining communication and knowledge flow difficulties in LebSOS. For example, some codes indicated what motivates employees to work in LebSOS such as "Love LebSOS And Its Work", "Believe In Humanitarian Work" and "Love Having A Family". These codes were added to the category, "What Motivates Employees To Work In LebSOS". The discussion of these categories is beyond the scope of this work.

4.7.1 The Unit of Analysis

Case study researchers can select single and multiple units of analysis. While an organisation and its practices can constitute a single unit, it is also possible to use multiple units within a single case organisation which helps researchers compare results in a similar way to multiple case studies (Remenyi, 2012). For this study, I analysed four key processes each of which constituted a unit of analysis. By identifying patterns in each process, it was possible to compare them with each other and deliver more extensive research findings.

4.8 Conclusion

This chapter described and justified the study's data collection and analysis techniques. It provided information on topics such as selecting and establishing trust with participants, collecting and analysing data, managing research bias, and reporting findings.

5. RESULTS: STICKINESS IN THE RAISING CHILDREN PROCESS

5.1 Introduction

This chapter will discuss stickiness sources in the raising children process. It first describes the roles of employees involved in this process, their working environment, and the people with whom they interact. Next, stickiness sources found in the process are discussed. The chapter concludes with a summary.

5.2 Employees' Roles, Working Environment and Interactions

Employees involved in the raising children process include village managers[2], mothers[3], youth leaders, youth assistants, social workers, educators and a head office social centre coordinator. They all support children who are receiving alternative care and help them to feel protected, cared for and aided to overcome the difficulties they face and become successful members of society. Figure 5-1 shows all employees typically involved in the process in one Lebanese region.

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[2]Employees who manage LebSOS villages and act as fathers for the children. This is seen as a male's job in Lebanon and therefore only men are allocated the responsibility.
[3]Employees who provide alternative care for children and act as mothers to them. This is seen as a woman's job in Lebanon and therefore, only women are allocated the responsibility.

HEAD OFFICE SOCIAL CENTRE COORDINATOR (1)

VILLAGE MANAGER (1)

CONSULT COORDINATOR BEFORE ADMITTING CHILDREN INTO A VILLAGE

REPORT TO

SOCIAL WORKER (1)

YOUTH LEADER (2)

MOTHER (8)

EDUCATOR (1)

YOUTH ASSISTANT (2)

The number in ( ) highlights the typical number of employees working in a position
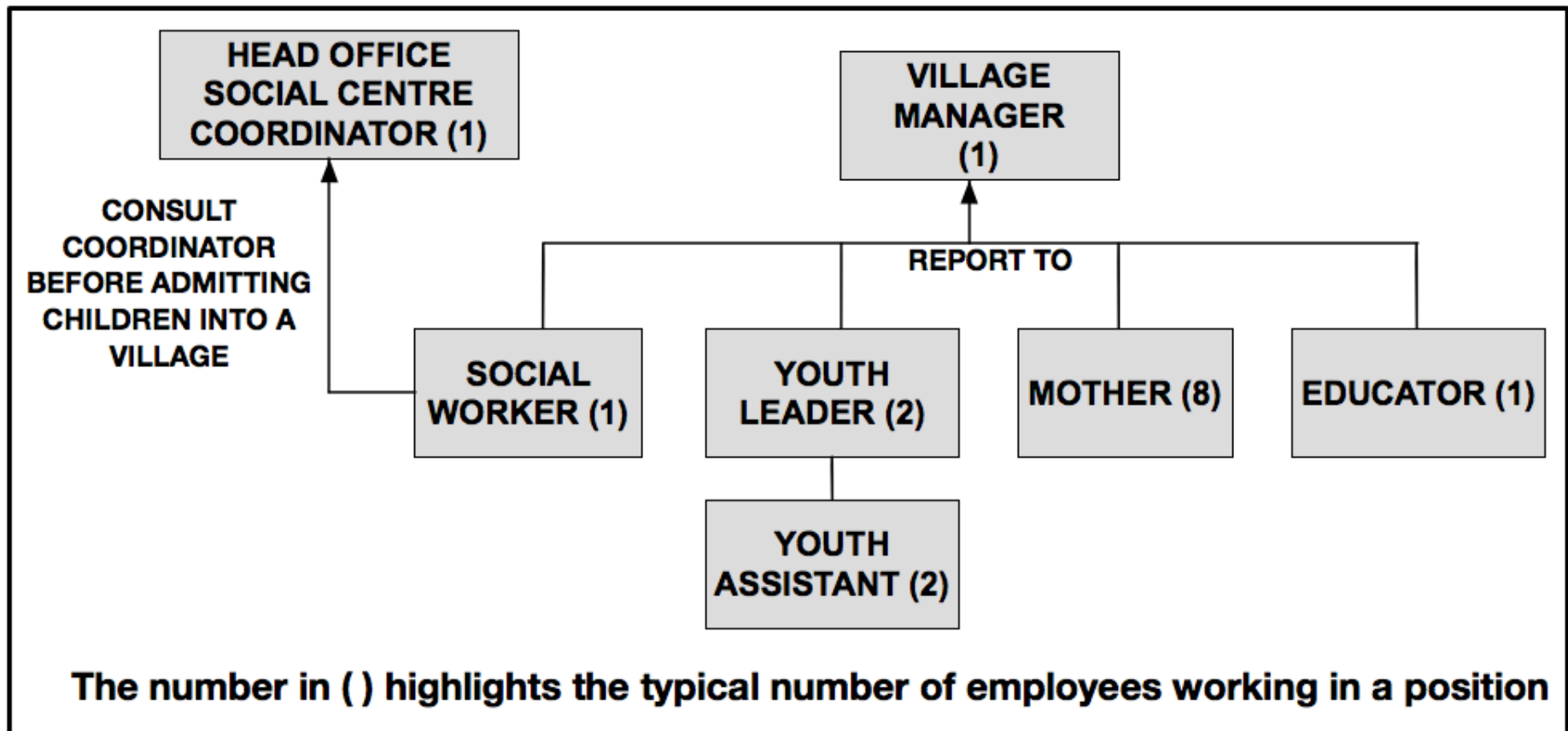
Figure 5-1 Employees in the Raising Children Process

Village Managers

Four village managers play a guardianship role by being present daily in children's lives. They each live in a house inside a LebSOS village and work alongside an educator and a social worker in an office for management personnel. Work involves meeting, calling and emailing LebSOS employees inside and outside the village, as well as external stakeholders such as medical providers. Communication is important to share experiences and carry the institution's values and vision. For instance, village managers are expected to share expertise with one another and gather recommendations on solving children's problems. They are also expected to ensure village employees such as mothers act in children's best interests. Managers can achieve this outcome by training employees through formal and informal face-to-face meetings on how to raise children who have been removed from unstable family environments. Village managers also monitor employees' work and direct them on performance matters, e.g. they may train new mothers and counsel those who do not fulfil their duties.

Mothers

Mothers live in houses inside LebSOS villages where they care for children up to 14 years of age. They can become permanent mothers after attending training sessions at LebSOS's head office and then living for two years in villages where they learn from social workers, watch existing permanent mothers, and temporarily care for children while their permanent mothers are away. Throughout the training period, village managers ask existing employees about prospective mothers' performance and then decide whether they have demonstrated the expertise and patience needed to become full-time carers. Successful candidates are allocated a house and the responsibility of caring for children by fulfilling their needs in the way a biological mother does.

Youth Leaders

Youth leaders live outside villages in apartments called youth centres alongside adolescents (either boys or girls) who leave their village mothers at the age of 14 to study at nearby schools. They play a primary parental role: ensuring that adolescents eat, go to school and receive the support they need when they return home. They also advise adolescents about their problems and help them become independent. The problems of adolescents may relate to general life difficulties such as being unable to build friendship but some, especially

orphaned adolescents and those from unstable family environments, may experience deeper problems such as poor school performance and psychological problems that manifest themselves in anger and violent behaviour.

Youth leaders also prepare adolescents to move into youth centres by inviting them to visit and meet current residents. Centres are located close to main cities to help adolescents adjust to ordinary life in society after they leave LebSOS around the age of 18. After the adolescents move into the centres, youth leaders follow their progress and teach them to manage money, take responsibility and deal with risks such as drugs and alcohol which they may encounter after leaving LebSOS. Youth leaders also monitor the educational progress of adolescents by speaking to their teachers and people who tutor them at home. After leaving youth centres, adolescents rent a house or live with relatives. They still receive financial and other support to further their education and gain employment. Youth leaders learn how to care for adolescents by visiting the village and speaking with social workers, educators, village mothers and village managers. They are closely engaged with the village mothers and ensure adolescents stay in touch with them also.

Youth Assistants

Youth assistants help youth leaders by living with adolescents when leaders are away from home, e.g. on holiday. They learn about adolescents' needs and help them manage the problems they experience. For example, adolescents may be anxious about their future and express their feelings to youth assistants or leaders who will try to present a brighter view of the future.

Social Workers and the Head Office Coordinator

Social workers process urgent and non-urgent applications to admit children into LebSOS villages. Urgent applications, for example to admit abused children, require meeting the head office social centre coordinator to gain approval. In non-urgent cases, social workers check whether prospective children meet the institution's enrolment criteria by collecting and recording information on paper or computer about the children's health, age, education and family background. This information helps the coordinator decide whether to admit them.

Children approved to enter LebSOS are prepared to move into the institution. The process starts with LebSOS mothers visiting children's homes to understand how they live and behave. Later, children spend a day inside the village with their allocated mother who prepares their preferred food and introduces them to other children and to life inside the village. At the end of the visit, mothers inform prospective children and those already living there about the upcoming move. After children are admitted into the village, social workers observe them in an effort to understand their educational and psychological needs. In consultation with the village's management team, they write plans to address these needs and help children achieve specific milestones such as a 5 percent improvement in their report card results. Social workers work with mothers and educators and also visit village houses to check how children are living. They also work with youth leaders and youth assistants and visit youth centres after the children reach adolescence and move there. Social workers also check whether carers are helping children improve their school grades. Furthermore, they hold meetings to teach permanent and temporary carers about raising children and adolescents. The meetings also allow carers to get advice about specific problems they are having with the children. Children visit their biological parents' homes during the holiday season; the social workers also make unannounced visits to those homes to check whether children and adolescents are receiving adequate care. If they are not, the village manager is alerted and the child may be required to return to LebSOS.

Educators

Educators are responsible for enrolling children and adolescents into suitable schools by considering their family and educational backgrounds and any specific problems. They also monitor their progress by speaking to village managers, mothers, youth leaders and school teachers. This information helps identify the educational needs of children and adolescents and assist them with issues such as simple homework queries. Educators may recruit university qualified private tutors to assist with more difficult educational queries. This is necessary because many educators are non-university qualified and so can only play a liaison role, matching students' needs with people who can meet those needs. Educators monitor students' grades and consult with teachers about how to improve them, e.g. by finding specialist tutors or increasing the tutoring students receive.

5.3 Stickiness Categories, Sources and Causes

Table 5.1 summarises categories, sources and causes of stickiness found in the raising children process.

Stickiness Main Categories	Stickiness Main Sources	Stickiness Specific Causes
Context Characteristics	**Arduous Relationships Between Employees**	• Differences between how older and younger LebSOS mothers think. • Limited meetings between mothers. • Allocating young children to mothers who were close to retiring. • Manager's closed-door policy.
	Limited Meetings Between Dispersed Employees	• Meeting difficulties arising from LebSOS's growth • Limited meeting opportunities associated with changes to employees' reporting structure. • Traffic congestion. • Safety risk because of political instability.
	Limited Training	• Lack of funds for training.
Knowledge Recipients' Characteristics	**Recipients' Lack of Motivation to Receive or Use Knowledge**	• Perceptions of advice as criticism. • Inadequate compensation.

Table 5-1 Stickiness in the Raising Children Process

5.4 Stickiness Arising from KT Context

This section discusses stickiness arising from the context of the raising children process.

5.4.1 Arduous Relationships Between Employees

Employees from villages 2 and 3 commented about having distant relationships with colleagues which negatively impacted on knowledge flow. There were various reasons for this distance but they differed between villages 2 and 3.

Arduous Relationships Between Mothers in Location 2

The relationship between many mothers in location 2 was not close. Location 2 mothers belonged either to the older generation who had joined the village soon after it opened in 1969, possessed a wealth of experience caring for children and were close to retiring, or the newer generation who were younger, had shorter tenure and less experience:

> *We do not always communicate… New mothers are not close to older mothers who feel like, we are the old ones and they are the new ones… For sure there is distance! The mother who has more experience does not benefit the new generation of mothers by sharing this experience.* **(Mother #2, Location 2)**

> *I see at most two or three mothers because they are close to my house and I have been with them for 25 years…. We, the old mothers, we know each other more… The mothers who came later think differently… Any successful institution should act as one person, but the new mothers, you need to work too much on them! There are many mothers who I do not see unless we have a meeting or if I saw them in management, I would say, how are you? How is your health? Nothing more.* **(Mother #3, Location 2)**

The last comment indicates that employees should be but are not united. In the view of this older mother, the behaviour of newer generation of mothers should be adjusted to bring them closer to their older colleagues. **Mother #3** provided examples of behaviours she considered inappropriate such as newer mothers spending their free time[4] outside the

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[4] Time during which children are outside the village. This time includes school hours and holiday periods during which children may be visiting relatives.

village instead of talking to their colleagues, and going out together without inviting older mothers.

The following factors contributed to older and newer generation of mothers in location 2 having arduous relationships:

Differences Between How Older and Newer Mothers Think

The older and newer mothers of LebSOS had different ways of thinking which contributed to the relational distance between them. **Mother #3** said, 'the mothers who came later think differently'. **Mother #2** felt the same:

> *I do not sit with all the mothers; some think differently to me… Sometimes I sit with them, but of course, it is only to keep appearances… I prefer not to talk to them.* ***(Mother #2, Location 2)***

Employees sometimes kept up appearances by sitting together during major events such as the LebSOS feast to hide their friction from external stakeholders and employees who worked outside the village. Abstaining from communicating with some mothers was important to avoid conflict:

> *I talk mostly with only a few mothers because I have to communicate within a limit; in some areas you can go over the limit and in other areas you cannot… When communication is going to create problems for me, I choose not to communicate.* ***(Mother #3, Location 2)***

Mother #3 abstained from talking with **Mother #1** who lived only a few metres away**:**

> ***Mother #1** is new. She has not been here for a while… I greet her, but that is about it. I do not talk to her…* ***(Mother #3, Location 2)***

Mother #1 indicated that she had been an employee for five years, and therefore was not new. Nevertheless, older mothers considered her to be part of the new generation hence did not talk to her. When I quizzed **Mother #3** further on the reasons for not talking to the new generation of mothers, she said:

> *I do not have time to go drink coffee with anyone. **(Mother #3, Location 2)***

When I arrived to interview her, however, **Mother #3** was drinking coffee with a mother she introduced as her friend. She also indicated later that her friend belonged to the older generation of mothers. This suggests that **Mother #3** had time to drink coffee, but only with like-minded people. She later indicated that her friendship group consisted of mothers who were of a similar age, came to LebSOS around the same time, or whom she knew from school before she joined LebSOS.

I also asked **Village Manager #2** whether arduous relationships existed in the village. He responded:

> *Not much. Not much. Do not forget we are like a small society… As they say, I threw a net in the sea and got a type from each fish. You are dealing with people who are different and have different personalities. (Village Manager #2, Location 2)*

The manager's view aligns with those of the mothers who pointed to the groups' different viewpoints as the reason for their distance. Different viewpoints arose from employing mothers from different regions. For example, Lebanese people from Beirut are typically very open-minded, people from the North are somewhat conservative, while people from Beqaa are very conservative. However, many mothers who worked in other villages and came from different regions had no arduous relationships. This suggests that there were additional reasons which contributed to location 2 employees having arduous relationships. Further probing suggested that limited meetings between mothers was a further reason.

Limited Meetings Between Mothers

Mother #3, an 'older generation' mother, claimed to be puzzled by the arduous relationships between mothers. She said:

> *New mothers did not make us get accustomed to contacting them… Maybe the problem is because of us. We should have visited them because we are the old mothers, but I do not know what was missing. (Mother #3, Location 2)*

Mother #3 first blamed younger mothers for not keeping in touch. This is strange because older employees are the ones who usually welcome newcomers and ensure that communication continues. On further probing, **Mother #3** elaborated her point. She started with, 'Akh, this is for you'. The word "akh" is Lebanese slang used when people are frustrated

or in pain. 'This is for you' indicated she wanted to tell me why she was frustrated. She then continued:

> What was nice was that every Tuesday, we used to have a meeting with the manager in the management office. Every Tuesday at 9:30 am. Whatever you had on, it was obligatory; you had to be there. This used to be the case. Now, this has reduced a lot; maybe we have a meeting every two months, maybe less often. He [the manager] used to oblige us to attend and during meetings, he talked about LebSOS and we had discussions. The reduction in meetings is one of the factors that impacted on our relationship. *(Mother #3, Location 2)*

> We have to all be one person… We should be together every day… There should be meetings together. Every month, there used to be a morning tea together in a house either outside or inside the village with all the mothers, and no one could decide not to come, whether they liked it or not. *(Mother #3, Location 2)*

Mother #3 regretted mothers no longer having meetings. 'Whatever you had on, it was obligatory', suggests that team meetings might have been perceived as unwelcome or burdensome by mothers at the time, but reducing them nevertheless has had a negative impact on relationships among village employees including the village manager, older mothers and newer mothers. **Mother #1** also suggested having limited meetings created arduous relationships:

> I believe it is possible to improve communication as a group in location 2. For example, a person could do a sitting once a month with everyone. Now everyone stays in his own home which has affected our relationship … All the employees should have a monthly breakfast or lunch gathering to bring us closer, a gathering when the children are at school. *(Mother #1, Location 2)*

Many mothers recommended increasing communication between employees. **Mother #3** highlighted the value of good communication:

> Communication has a lot of benefits in all aspects especially as an institution and for the children… It helps children improve because some are very bad and they do bad things. *(Mother #3, Location 2)*

Children in general may do bad things. However usually their biological parents would guide them to fix their behaviour. But many LebSOS children come from environments where parents provided inadequate care and this was often reflected in children's behaviour. Improving communication between village mothers, e.g. through visiting each other and shopping together, might lead to children receiving more guidance.

The Impact of Limited Contact Between Mothers in Location 2

The limited contact between older and newer mothers resulted in newcomers feeling excluded:

> *Groups of two or three old mothers meet together and communicate with each other.* **(Mother #1, Location 2)**

> *Communication has to be more… We have old mothers here, I do not know how they think… We feel like the old mothers meet together alone and do not share with us their experience.* **(Mother #2, Location 2)**

My observation of employees in location 3 suggested that informal coffee gatherings were excellent KS opportunities and created close relationships. In contrast, closeness was nonexistent in location 2 because the manager failed to facilitate regular contact between employees. This resulted in new mothers being unable to benefit from old mothers' knowledge. Having grown up in Lebanon, I know that such limited communication between neighbours is unusual. A prominent saying in the country, 'alla wassa bi sebee jar', translated as 'God asked us to look after the 7th neighbour', suggests that one must treat neighbours as family.

The limited contact between older and newer mothers also made some mothers, e.g. **Mother #3**, refrain from helping their colleagues. She said:

> *If I do not have contact with their mother, I count to ten before I guide her misbehaving children.* **(Mother #3, Location 2)**

Without knowing the Lebanese context, readers may perceive **Mother #3** was not directing children in order to allow another mother the opportunity to do her job first. This was not the case here. In Lebanon neighbours are like family, so it is normal to discipline neighbours' children and tell their parents about behavioural issues. In this context and from **Mother #3**'s

tone, it was clear she avoided guiding children because of her cool relationships with the mothers caring for them. Thus arduous relationships could make employees unmotivated to share knowledge about caring for children with prospective recipients, despite LebSOS children's need for this guidance. **Mother #7** provided an example of a severe impact that occurred when a child was not guided:

> *I saw a child who went on the internet and learnt about the Daech (ISIS) political group, and he became part of it and died… He is not from the institution [LebSOS]. I know him from outside the institution. **(Mother #7, Location 3)***

The mother knew the child from the Beqaa region where she herself came from. The area had many ISIS supporters and recruiters during the Syrian conflict. This child could have remained alive if he had been well guided and monitored to prevent him from accessing terrorism resources on the internet. LebSOS children could share a similar fate if inadequately monitored and guided. If this happened, there would be a bad effect on LebSOS's reputation.

Arduous Relationships Between Mothers and the Manager in Location 2

Observations of older mothers in location 2 showed they did not have a close relationship with their manager. This was evident from **Mother #3** who at the time was sitting with an older generation friend:

> *Before the mother left, **Mother #3** asked [her friend, another older mother], 'what are you going to do about the village manager?' She [the friend] responded by saying, 'Nothing. I cannot wait to resign and leave this place.' She then stormed out and indicated she would visit later in the day. **(Observation 3, Location 2)***

Other reasons also contributed to mothers in village 2 not having a close relationship with their manager.

Allocating Young Children to Mothers Who Were Close to Retiring

The manager of village 2 was allocating young children to mothers who were close to retiring which contributed to their negative feelings towards him. **Mother #3** conveyed her anger about this:

I am 57 years old, and I am going to retire. I am leaving next year or the year after maximum. I should not have been allocated [child's name]… This allocation makes me angry. **(Mother #3, Location 2)**

Mother #3 could understand why her colleague was angry:

My neighbour, who is angry, has been here for 28 years… You know what they did to her today? They got her children although she will retire when she reaches 29 years of service… They brought her a child who is four years old and another who is five. These children, imagine if she raises them; would she raise them for another ten years? No, she does not want that and will not stay ten years… She is sad and could not do anything about it. **(Mother #3, Location 2)**

Mother #3 said her friend had told the management team why she should not be allocated those children:

She told them, you should give me someone who is ten… This is why I say 'akh'… It is management, and they know she is going… She has been telling them for a week that it is not possible to have new children because she will be leaving in no more than two years. She told them, you should not give me these children. **(Mother #3, Location 2)**

Mother #3's tone and expression indicated she was annoyed by management's decision. However, she also recognised that a shortage of mothers meant the manager was probably forced to allocate children to mothers close to retirement:

Before, managers used to study whether children should be assigned to a mother. If I have been working for 20 years, management would not allocate me a child who is five years old if I am not going to stay for another ten years… Before the study was better but now, they are being obliged to put children with us. **(Mother #3, Location 2)**

No other older mothers in location 2 showed interest in being interviewed. However, the comments of **Mother #3** and the observation of her colleague showed a clear arduous relationship between the manager and older mothers.

<u>*Manager's Closed-Door Policy*</u>

During multiple visits to the village, I observed the manager's preference for closing and locking his office door: This uninviting practice contributed to his limited communication with mothers and to what seemed to me to be a distant relationship with them.

> *I arrived at village 2 and entered the management's office. I was greeted by the secretary to whom I explained the purpose of my visit. She called **Village Manager #2** to inform him of my arrival. We then walked to his office, knocked on his closed door and were buzzed in. When the meeting ended, I left the office to interview other participants. I came later in the day to interview the secretary and noticed the manager's office door was closed again. While conducting the interview, a mother came asking if she could meet the manager. The secretary called him before informing the mother that he was unavailable to meet. I visited the village another day and entered the management personnel office. It was empty and the manager's office door was also closed. I knocked on the door before the manager asked, "who is it?" He then pressed the buzzer and allowed me to enter. (**Observation 13, Location 2**)*

This practice contrasted with the open-door policy of managers in villages 1, 3 and 4 where I observed during multiple site visits that they usually had their doors open and welcomed employees who visited their office often to seek guidance on resolving child-related matters. The actions of **Village Manager #2** might appear to be poor management. However, looking at the situation more closely, it was clear he was under a lot of pressure and perhaps would have acted differently if he had the choice. The pressure was linked to what the national director had said about the village: it was the first LebSOS village in Lebanon and had more houses, children and visitors than other locations. Many location 2 employees commented about those visitors including **Secretary #3** who was responsible for showing the visitors around the village instead of the manager:

> *I receive the people who visit and want to know more about LebSOS. I give them information… They may like to see the children and become sponsors… I explain to them how this is done, they meet the child, we visit the house, and they get to know the children. (**Secretary #3, Location 2**)*

The manager probably kept his door closed to deal with workload pressure. In contrast, I observed **Village Managers #1** and **#3** welcome visitors personally and show them around. **Village Manager #3** described how visitors to location 1 were treated:

> *When someone comes and pays 20000 Lebanese Pound (LBP) (13USD), I follow them to the car and thank them. I follow them outside whoever they are. Paying 20000 LBP (13USD) is very important. A donor might be in need of this money... Christ said about the widow's penny that they should speak about her from generation to generation, although it is just a penny. But if we get 1000 pennies, we would become millionaires. (**Village Manager #3, Location 3**)*

The Impact of Having an Arduous Relationship with **Village Manager #2**

Mothers in location 2 did not comment on the impact of their manager's closed door policy, but did mention their limited communication with him:

> *The manager calls me when he needs something from me … Sometimes, a full week goes past where I do not even see him… For me personally, I only communicate with him when there is something urgent and I really need to check it. (**Mother #1, Location 2**)*

> *I do not always communicate with or see the manager... I only interact with him when I face a problem with a child which I cannot resolve… When he needs something from me, he also calls, and I go to him. (**Mother #2, Location 2**)*

The limited communication was strange considering the manager lived a few steps away from mothers and was expected to be regularly present in children's lives. In addition, as highlighted in section 5.2, village managers must share knowledge with employees, e.g. they must advise mothers through formal and informal face-to-face meetings on how to raise children. The limited contact, however, restricts the training that mothers are receiving. **Mother #2** said:

> *Before we became mothers, we had training sessions for two years… Now, they give us lectures, but they are not intensive… It has been a long time since we last had a lecture, almost six months. (**Mother #2, Location 2**)*

Without regular training sessions like those that **Village Manager #3** provides (see following section), mothers cannot keep informed about advances in the field. Simply telling the manager to communicate more with his staff would not work because, as mentioned earlier, he had a larger number of direct reports compared to his counterparts in other villages and his village received more visitors. Nevertheless, not being in regular contact with mothers indicates that the manager was not fulfilling his guardianship duties in the same way as other managers.

Arduous Relationships Between Employees in Location 3 and Its Impact

Other location 3 employees also mentioned arduous relationships in their village. For example, **Educator #2** said:

> When I came to the organisation, there were problems… Many people did not talk to each other. Every group was living alone. *(Educator #2, Location 3)*

'Every group was living alone' reflected location 2 where employees engaged in limited meetings and shared little or no knowledge with one another.

Employing a Manager Who Gave Employees and Children in the Village Little Support

I asked **Secretary #2** who worked alongside the previous village manager in village 3 and **Village Manager #3** who had been asked to take over the previous village manager's role, why there had been a cool relationship between employees during the previous manager's tenure. They both indicated that the manager had mismanaged the village and given employees and children little support:

> There was mismanagement which negatively affected relationships. The communication became negative and not positive at all levels… There was no educational work or correct financial management. The manager was not present in the village, the mother was left alone with seven or eight kids, and she was struggling. You cannot turn your back to all of this… At some point, the children were here for the benefit of employees, not vice versa, and this is 100 percent wrong. *(Village Manager #3, Location 3)*

> Our previous manager was not responsible. His back was to the children, and he had a long hand. *(Secretary #2, Location 3)*

'No educational work' refers to the previous manager's lack of attention to guiding mothers to fulfil their duties. 'His back was to the children' indicates they were being inadequately cared for. 'He had a long hand' refers to stealing. There was no evidence that mismanagement was common in LebSOS. However, **Secretary #2** who had worked for a long period with the previous manager indicated that LebSOS management had covered up mismanagement for many years to protect the institution's reputation:

> *The previous manager stayed here [village 3] for ten years… … Management in head office were told about his stealing but tried to cover up for him initially. They did not want LebSOS's image to be impacted, but then everything became clear… When the head office management changed, they dealt with the issue in an open manner and dismissed the manager. (Secretary #2, Location 3)*

Management employees in head office were told about the issue after a number of village employees went and spoke to them. However, these village employees were not as readily listened to as other employees. The mothers I interviewed in village 3 did not comment about the issue because it had happened before they joined LebSOS.

The Improvement of Relationships in Village 3 and its Impact

Village Manager #3 and **Educator #2** tried to improve relationships in village 3 and increase KS:

> *We started to arrange dinners and breakfasts which allowed employees who did not talk to each other to meet. (Educator #2, Location 3)*

> *Meetings are held here which allow mothers to engage with each other… There is always this follow up through regular meetings we hold each month. (Village Manager #3, Location 3)*

The meetings took place in the more formal environment of the management office where mothers were more comfortable because of their cool relationships. These meetings, which included morning gatherings known in Lebanese as 'sobhiye', allowed neighbours to sit together, drink coffee and discuss various topics. The manager supported these gatherings by sitting with employees whenever possible and chairing monthly sessions in his office where employees shared a meal, discussed children's progress and gained knowledge. As

relationships grew, the gatherings began to be held on a daily basis in a different mother's home each time. These gatherings were important KS opportunities:

People were sitting around a table in front of a mother's house and drinking coffee when the village manager posed the question, how can we deal with children who misbehave? Mothers started to openly share ideas and discuss them. The manager presented a summary of the sourced suggestions then talked about when different actions would be appropriate. The manager concluded by saying that mothers should choose fair punishments by considering the severity of children's actions, before providing an example. **(Observation 7, Location 3)**

In addition to organising meetings, the manager gave employees clear responsibilities and asked them to focus on children's best interest. He also showed employees how valued and appreciated they were:

I reconsidered every employee in his place and showed my appreciation of him, and enhanced his skills and capabilities, and morally forced him and with conviction as well as educationally to do the role that is assigned. **(Village Manager #3, Location 3)**

'I reconsidered every employee in his place' means that, according to this manager's approach, remaining employed was dependent on giving children good care.

The manager's actions made employees become close:

We [village 3 employees] are all one family, what hits one person hits the whole family… The person who wants to work in LebSOS needs to share this culture. **(Accounting Employee #3, Location 3)**

We [village 3 employees] live the environment of a family very nicely here. I am a stranger to them, but when I came to work here, I was delighted with them. When I am not here, I feel that I miss them. **(Kindergarten Employee #2, Location 3)**

In LebSOS, there is the family and we [village 3 employees] work as a family. **(Educator #2, Location 3)**

Our environment here, we [village 3 employees] are close to each other. **(Mother #5, Location 3)**

The closeness in location 3 was similar to what I found in locations 1 and 4:

We [village 1 employees] live like a family; we need to interact with each other, we need to check on each other… This is the LebSOS culture. We have uncle [village manager's name], it is not Mr [village manager's name], who is our director. He is like our uncle. **(Social Worker #1, Location 1)**

I interact with all the mothers in the village. We [village 4 mothers] are neighbours and one family and we work for children's benefit. **(Mother #8, Location 4)**

Closeness was evident from employees' interactions with each other and even with me:

I was sitting in the office of **Village Manager #3** *when a mother came and said, "the coffee is ready, we are waiting for you". We walked outside the management building where I saw a group of employees sitting around a table in a garden in front of two village houses. As we sat, a mother called a colleague who was yet to arrive, [mother name], come over, we are waiting for you. When she arrived, fellow mothers welcomed her. Everyone sat around the table drinking coffee and chatting. As we finished, a mother invited her colleagues by saying, coffee is at my place tomorrow.* **(Observation 4, Location 3)**

The same closeness was not evident in location 2 due to the differences between how older and younger mothers thought, the limited meetings between them, the allocation of young children to mothers who were close to retiring, and the closed door policy of **Village Manager #2**.

5.4.2 Limited Meetings Between Dispersed Employees

Many youth centre employees commented about the scarce contact between dispersed employees. **Youth Leader #2** said:

There is no communication at all between youth centres. **(Youth Leader #2, Location 8)**

Youth Leaders #4 and **#5** and **Kindergarten Employee #2** said:

Communication with other youth centres has declined. **(Youth Leader #4, Location 10)**

Now, adolescents in different houses do not know each other. For example, adolescents in location 6 do not know adolescents in location 8. The location 8 adolescents do not know the location 10 adolescents. They only meet at events or big feasts. (Youth Leader #5, Location 6)

There is no communication with kindergarten employees in [location name] … We [kindergarten employees] meet together when all the villages meet together. (Kindergarten Employee #2, Location 3)

Although dispersed kindergarten employees met when employees from all villages met together, usually once per year, **Kindergarten Employee #2** indicated that no knowledge was being shared between those employees: 'we do not learn from employees in the [location name] kindergarten'. The following reasons contributed to this:

Meeting Difficulties Arising from LebSOS's Growth

Some employees said that LebSOS's growth made it difficult for employees to meet. Growth had led LebSOS to build three additional villages between 1991 and 2006 and gradually increase the number of youth centres to six. Initially, LebSOS only had one village (i.e. Bhersaf) and one youth centre (i.e. Sin El Fil); the distance between them was only 23.8 km which required little travel time. It then opened an additional youth centre (i.e. Shaile) which was also only around 19 km away from both locations. The limited number of facilities and children meant it was logistically easy to transport people and physically possible to bring them together in one location. However, since then the situation had changed:

We [LebSOS] used to be one village and one youth centre. We are now four villages and six youth centres… The family used to be limited. We used to meet a lot in the same village; the situation was different… LebSOS became bigger. (Youth Leader #3, Location 9)

The growth of LebSOS and the geographical separation of its facilities made travelling between locations more difficult. For example, youth houses 9 and 10 are 92 km apart and youth houses 6 and 10 are 77 km apart; they both normally require around 1 hour and 45 minutes travel time. Travel time between villages is even longer, e.g. travelling between villages 1 and 3 is a 122 km trip that would normally require 2 hours and 18 minutes.

Mother #3, who was employed in LebSOS when it only had two facilities, confirmed that LebSOS's growth had led to limited communication with the institution's manager:

With the previous manager, [manager's name], LebSOS was not that big… There was only a village and a youth centre, and we were too much like a family… Mama [manager's name]… she was the manager for 17 years and we were a family. Every week, she came; every Wednesday, she used to call in at every house… Now, it is also good and like a family, but it [LebSOS] grew. For example, the current manager does not have time to go everywhere; she has five, seven places now. **(Mother #3, Location 2)**

'Too much like a family' should not be interpreted to mean that **Mother #3** thought too much closeness was not good. On the contrary, **Mother #3** called the manager "Mama" (i.e. 'mother' or even 'mum') to indicate how loved and respected she was. The situation was different now; the current manager had ten locations to visit and not seven as **Mother #3** suggested, giving her limited time to engage with dispersed employees.

Limited Meeting Opportunities Associated with Changes to Employees' Reporting Structure

Many youth centre managers said that changes to their reporting structure contributed to dispersed youth centre employees and adolescents having fewer meeting opportunities:

Two years back, a new system was introduced. The Kfarhay village manager is in charge of Jeita and Jbeil youth centres. The Bhersaf village manager is in charge of Jal El Dib and Shaile youth centres. Before we used to do activities all of us together, all the youth centres more than one or two times a year. Now, we are only meeting during significant events. So yes, meetings did decrease. **(Youth Leader #5, Location 6)**

Meetings between youth centres used to happen more before, when we were not reporting to a specific village manager…. This changed when management changed. **(Youth Leader #2, Location 8)**

Before the change, youth leaders reported to the national director which involved visiting head office regularly and meeting colleagues from other centres. This contact helped

establish close working relationships and facilitated regular meetings between leaders and adolescents in different locations, but this has declined following the restructure.

Traffic Congestion

Youth Leader #4 suggested different reasons for the limited engagement with her counterparts in other youth centres:

> *Communication with other youth centres has declined because of the increased traffic congestion and the difficult political situation.* **(Youth Leader #4, Location 10)**

Traffic congestion meant a long time was required to travel between dispersed youth centres. I experienced this congestion: it took just under four hours to travel between locations 10 and 6, a trip which without traffic would take just over an hour. Travel time was high because of Lebanon's poor road network and the absence of reliable public transport (Chami and Mikhael, 2017; Kadi, 2016; The Daily Star, 2017a).

Safety Risk Because of Political Instability

In addition to traffic congestion, the earlier comment of **Youth Leader #4** suggested that the political situation also affected the engagement between dispersed employees. A village accountant suggested the same:

> *We [dispersed LebSOS employees] celebrate each year the feast of LebSOS where we all meet. All the villages meet with all of the people who care about us and help us… We meet every year in one of the villages… This year, it was hard to travel between places due to the political situation... The last time we met was around a year and a half ago.* **(Accounting Employee #3, Location 3)**

'The political situation' refers to Lebanon's unstable political environment which was discussed in section 3.5. It is characterised by the conflict between Sunnis and Shiites and their regional supporters (mainly from Saudi Arabia and Iran). For example, Saudi Arabia strongly supports the elimination of the Syrian president while Iran wants the opposite. This has led the Hizballah political group to help the Syrian president and Iran in their fight against ISIS, a move which has also led to conflict with Saudi Arabia and its allies in Lebanon; the result was armed conflict which made travelling across Lebanon unsafe. Bombing in Sunni and Shiite areas was occurring regularly as late as 2016 (Reuters, 2016). Furthermore, in

2017, the Lebanese army were fighting to liberate the mountains from ISIS's control (Balkiz and Sirgany, 2017). The political instability resulted in dispersed LebSOS employees not meeting for around 1.5 years. I observed the impact of political instability:

*I was sitting in the office of **Sponsorship Manager #1** when I heard a loud explosion. There was silence for a few seconds before I asked, what happened? **Sponsorship Manager #1** opened the door and asked the secretary who said there had been an explosion nearby. The blast was about 10 km away from the office with billowing smoke easily seen from the office window. **(Observation 9, Location 5)***

This explosion targeted the Hizballah political group. The political environment made employees feel unsafe:

*The political situation for employees and me is scary. (**Sponsorship Manager #1, Location 5**)*

Youth Leader #2 stated, 'there is a high safety risk in Lebanon' referring to explosions which made people scared to travel. I also observed safety incidents myself:

*I was sitting in a small room interviewing the leader when someone knocked on the apartment door. The leader opened; it was a neighbour who told him about a WhatsApp message being circulated claiming a suicide bombing was imminent in the area. The neighbour recommended monitoring the news and limiting unnecessary movements.**(Observation 11, Location 8)***

There were many hoax bomb alerts and official agencies told people not to believe them (The Daily Star, 2017b; Gulf News, 2017). Regardless, LebSOS adolescents and employees remained fearful and limited their travel.

Impact of Having Limited Meetings Between Dispersed Employees

Many employees mentioned the negative impact of limited meetings between dispersed employees. Youth leaders commented on the effect of fewer meetings between themselves and adolescents:

We used to have meetings every period where we used to talk about our problems; we used to benefit from other people's problems and give our opinion about the problems of others. **(Youth Leader #2, Location 8)**

The reduced number of meetings with other youth centres affected us negatively, of course… There is no communication between adolescents and between ourselves to share experiences. **(Youth Leader #4, Location 10)**

Employees and adolescents in the location 10 youth centre used to meet once every four months with people from the boys centre which was located in the same suburb. These meetings were good KS opportunities. Now, these employees and adolescents were rarely meeting with colleagues in distant centres and when possible tried to organise a meeting once per year. However, the number of meetings between people in location 10 and all other centres declined further after the youth house was moved into village 4. Limited meetings among youth centres reduced the sharing of knowledge that could have helped solve the challenging issues that adolescents face and support their progress towards independence.

Mother #3 also mentioned the negative impact of limited engagement between dispersed employees:

Before the institution grew, we [village employees] were communicating more, and I used to go down and visit head office. We used to know all the employees in management and in the youth centre for boys which used to be located next to head office… We had to go to the youth centre and they were all our friends in head office… Now, people in head office, we only know as employees. We do not talk to them… They talk to village management and village management speaks to us. **(Mother #3, Location 2)**

We had more communication with the previous manager [LebSOS manager]. Before the institution grew, she knew everything that was happening about every child plus we used to be together on every feast, on special occasions, during dinners, and at Christmas. She taught us a lot. I took a lot from her, good traditions. **(Mother #3, Location 2)**

In the first comment, 'we had to go to the youth centre' refers to visiting the children **Mother #3** used to raise after they moved into the youth centre which was located next to head office. She also used to visit head office employees who 'were all our friends'. The comment 'now, people in head office, we only know as employees' shows that this friendship had been lost. The second comment shows that mothers felt they had learnt a lot from the previous manager who used to regularly visit them. **Mother #3**'s earlier comment, 'the current manager does not have time to go everywhere' suggests she knows that the new manager could no longer carry out these visits. While **Mother #3** understood the reasons, they still missed the opportunities to benefit from the manager's knowledge.

5.4.3 Limited Training

Employees who were involved in the raising children process indicated that limited funding had reduced training opportunities:

> *Every employee always wishes to have training… This training helps us develop our knowledge… This year, there were not enough training sessions done because there is no funding available… They used to send employees such as social workers and educators to do more training because they are the first people who work with the children.* **(Educator #1, Location 1)**

> *We are having fewer training sessions than before because there is no budget available for training... The training sessions are expensive.* **(Village Manager #2, Location 2)**

> *The number of lectures has declined. We used to have many lectures, every three or four months. Now, maybe once every six months… The educational topics we are delivering decreased… They should be more.* **(Youth Leader #4, Location 10)**

> *We did not deliver many training sessions this year.* **(Village Manager #3, Location 3)**

'The educational topics we are delivering decreased' refers to the sessions which external experts and LebSOS employees used to deliver in youth centres to advise the youth about risks such as drugs and alcohol abuse. Experts also used to deliver training sessions to employees who worked in direct contact with children such as social workers and educators.

The sessions were also delivered in international locations such as Kenya and Algeria. However, delivering them or sending employees to attend them was costly and had been reduced because of LebSOS's difficult financial situation. Employees who worked in the family strengthening process also highlighted the negative impact of reduced funding on their ability to support people in need.

5.5 Stickiness Arising from Knowledge Recipients

This section discusses stickiness arising by aspects of knowledge recipients in the raising children process.

5.5.1 Recipients' Lack of Motivation to Receive or Use Knowledge

Various employees mentioned knowledge recipients who were either unmotivated to receive knowledge or unwilling to use the knowledge they had received, and the negative impact this had on children. **Mother #1** provided an example:

> *There is a LebSOS mother who has been raising a girl since she was two years old. From her love to the child, she kisses her; she hugs her… This behaviour is normal. (Mother #1, Location 2)*

This colleague however was making a mistake in the way she showed her affection:

> *There was a wrong point which I always used to tell her [the friend of **Mother #1**]. She used to kiss the girl on the lips, and since I was a child, my mother used to tell me that the kiss on the lips is wrong. (Mother #1, Location 2)*

In the view of **Mother #1** who was experienced and knowledgeable and who had completed a Masters degree on educating children, kissing children on the lips was inappropriate. Dr. Charlotte Reznick, an Associate Professor of Psychology in the University of California, has the same view and claims she has frequently seen the downside of kissing children on the lips. She explains that a father may innocently kiss his daughter on the lips to show affection. The daughter may innocently imitate this behaviour by trying to kiss a boy at school which would result in her being considered a sexual harasser (Sager, 2010). Many westerners disagree with Dr. Reznick's view (Hoyle, 2016; Maclean, 2017). However, it is relevant in Lebanon's conservative society. Later comments will show why the colleague of **Mother #1** was unmotivated to apply the received knowledge.

Secretary #2 said lack of motivation was common among mothers:

> *If the mother is unmotivated to provide care, this is a problem… This issue happened and keeps on happening, and mothers receive warnings and get sacked.* **(Secretary #2, Location 3)**

Secretary #2 suggested that mothers' lack of motivation was the reason that some performed poorly and were dismissed. This dismissal is the result of mothers not applying the acquired knowledge as expected during the ramp-up stage of KT. Considering that employees' performance is dependent not only on their "motivation", but also on having the "ability" and "opportunity" to do the job (Alfes, Antunes and Shantz, 2017; Appelbaum et al. 2000), the validity of the secretary's claim required further assessment.

Prospective mothers had the "ability" to become "head mothers" (i.e. mothers who are in charge of managing houses and raising many children). They received many training sessions to establish this ability:

> *I worked for two years and did many studies and activities and training to deserve to become a mother. In two years, I was able to open a home.* **(Mother #5, Location 3)**

> *Mothers who come and start here have two, three or six months to do internships.* **(Mother #6, Location 3)**

> *There are around 20 specific courses that must be completed to become a head mother.* **(Mother #7, Location 3)**

Section 5.4.1 mentions how **Village Manager #3** shows employees how much they are appreciated and works to develop their "skills and capabilities".

Prospective mothers also had the "opportunity" to become "head mothers". They received a monthly budget and guidance to manage it:

> *Mother have budgets which I give to them… They use the budget to pay for the bills, medicine, hospitalisation, pharmacy, etc.* **(Accountant Employee #3, Location 3)**

*I work with the mothers to help them manage the budget. (**Social Worker #3, Location 3**)*

They also received help when unable to manage with the available budget:

*The manager always ensures that we have money. When he sees that we are unable to manage with the budget and we need money, even if it is a private matter, he tries to help us in as many ways as possible and the institution does the same. Just as it helps the child, the institution helps the mother. (**Mother #7, Location 3**)*

Many mothers also mentioned the support they received from management in the village which again shows they had the opportunity to do their work:

*Everything that happens with me, I always tell it to **Village Manager #3** regardless if it is good or bad... I feel that he is always next to me and supports me. (**Mother #5, Location 3**)*

***Village Manager #3**, we [mothers] are honest with him. He is not a manager… We feel that he is one of us when he sits with us. We can speak to him comfortably… He invites us all the time to meetings… We share our problems and thoughts with him. (**Mother #5, Location 3**)*

*I seek the assistance of the management team, the manager, the social worker, specialists; they help us if we need help… We [mothers] communicate with the manager and meet him every day. (**Mother #6, Location 3**)*

*We [Village 3 employees] are all living a normal life; we have good relationships; we respect each other; we love each other; we support each other… The whole management team helps us from the manager to the secretary, to the social worker… The team helps the mother who has to deal with different children… Management's assistance is very helpful. (**Mother #7, Location 3**)*

The comments and observations from village 3 (see section 5.4.1) also show that **Village Manager #3** supported mothers and welcomed them whenever they needed help. The support involved the manager listening to mothers and considering their thoughts and needs:

In communication, there is the mental presence and the ability to listen well… I listen to each mother to know what her problem is and help… If I am not listening to her, how would she listen to me? And if I am not fulfilling her needs, how will she fulfil mine? **(Village Manager #3, Location 3)**

Providing employees with the necessary tools and resources is essential for employees to have the opportunity to perform their role (Blumberg and Pringle, 1982). Evidence from village 3 shows that mothers had both the "ability" and "opportunity" to do the role. This supports **Secretary #2**'s claim that women were unmotivated to provide the required care, leading to them being sacked. Factors that contributed to mothers' lack of motivation are discussed next.

Perception of Advice as Criticism

Mother #1 thought her colleague took her advice personally and that this was why she rejected it:

The problem with us Arabs is, we do not take things from an educational perspective; we take them from a personal perspective. **(Mother #1, Location 2)**

In the view of **Mother #1**, her colleague considered the advice a criticism and chose to disregard it by continuing to kiss the girl on the lips. LebSOS mothers are Lebanese and well aware of the norms of social acceptability. The mother's behaviour may be a result of the shortage of mothers in LebSOS which has led to recruiting women unsuited to the role.

Inadequate Compensation

Secretary #2 did not explain why mothers were unmotivated to apply the knowledge they had received. **Accounting Employee #4** thought inadequate pay was a reason:

There are many reasons, some of it due to lack of money; other reasons, I do not know. **(Accounting Employee #4, Location 5)**

LebSOS management was aware that the wages they paid their employees were low and they had instructed **HR Employee #1** to research how much employees should get paid. This person reported:

I am looking at the salaries offered by international NFPs that are present in Lebanon… This is important to make our offered wages the same as other institutions. (HR Employee #1, Location 5)

Improving the salaries offered to mothers may increase their motivation and facilitate recruiting better qualified mothers. However, employees also mentioned non-financial motivators:

I am attached to these children… I hope that one day, they will also remember me. (Mother #5, Location 3)

The humanitarian work we do… We are saving the children from the life they were living. This is the good job we are doing. (Mother #6, Location 3)

My love towards this institution and my love towards the children. (Mother #8, Location 4)

Humanitarian employees are typically motivated by intrinsic rather than extrinsic rewards (Tippet, 2009). However, money still contributed to some mothers' lack of motivation. The problem applied to other employees too. Section 7.4.1 will show that money was a key challenge to recruiting an accountant who is willing to work in LebSOS.

The Impact of Mothers' Lack of Motivation

Mother #1 indicated that the girl her colleague was raising had started to kiss boys at school just as Dr. Reznick predicted:

*We got to a stage where the girl grew up to an age of three or four and started having complaints about her in the school… The mother got herself into something that she should not have done, and the girl was kissing boys and people had poor thinking about her. We [**Mother #1** and her friend] tried to fix the problem and my colleague told the manager about the mistake she made. (Mother #1, Location 2)*

'Had poor thinking about her' means that some people and parents at school thought she was a poorly raised child. Lebanese parents are typically very protective of their children (Cultural Atlas, 2017). This often results in parents instructing their children not to speak to friends who in their opinion behave poorly, which is probably what the girl had to go through.

Many people claim that children imitate their parents' behaviour (e.g. Shrier, 2014; Stiefel, 2018), which suggests it may have been possible for the mother to avoid the issue by listening to **Mother #1**.

Secretary #2 highlighted another impact of mothers' lack of motivation:

> *If the mother is unmotivated to provide care, this is a problem because we are not giving anything to the child, no food, no good upbringing, no studying, no cleaning.* ***(Secretary #2, Location 3)***

Overall, children's progress would be held back if mothers gave them inadequate care.

5.6 Summary and Conclusion

This chapter discussed stickiness sources affecting knowledge flow in the raising children process. It outlined sources that arise from the knowledge context in LebSOS including arduous relationships, limited meetings between employees and limited training. It also outlined a source arising from the characteristics of knowledge recipients: recipients' lack of motivation to receive or use knowledge.

Overall, stickiness sources such as arduous relationships between employees and limited training inhibited knowledge flow to current and prospective LebSOS employees. Arduous relationships sometimes affected the guidance children received. Recipients' lack of motivation to receive or use knowledge affected knowledge flow to children and affected their progress. Combined, these stickiness factors could make children unable to become independent members of society. This outcome could negatively affect the institution's image and ability to retain donors and therefore its capacity to continue caring for children.

6. RESULTS: STICKINESS IN THE FUNDRAISING PROCESS

6.1 Introduction

This chapter will discuss stickiness sources in the fundraising process. It first describes the roles of employees involved in this process, their working environment, and the people with whom they interact. Next, stickiness sources found in the process are discussed. The chapter concludes with a summary.

6.2 Employees' Roles, Working Environment and Interactions

Employees involved in the fundraising process include the head of funds development and communication, a local sponsorship coordinator, an international sponsorship coordinator, an events coordinator and village secretaries. With the exception of the secretaries who work in the villages, employees work in a multi-storey building located on a side street in a neighbourhood close to Beirut, Lebanon's capital. Mostly they work on weekdays but they may work on the weekend during peak periods such as when there are fundraising events scheduled on Sundays. They work in separate offices and engage in limited communication. Figure 6-1 shows all employees involved in the process.
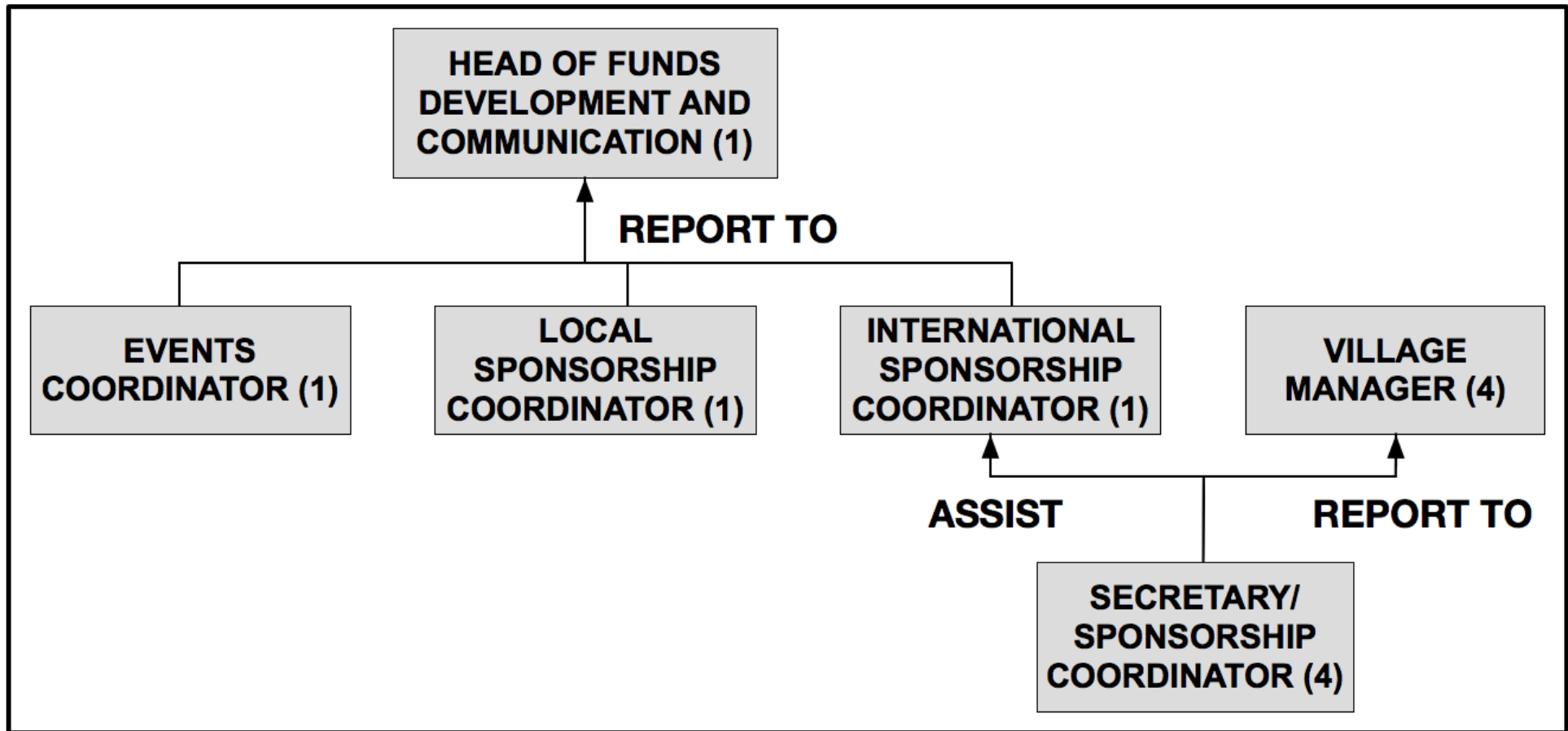
Figure 6-1 Employees in the Fundraising Process

Head of Funds Development and Communication

The head of funds development and communication has two primary roles. The first involves attending management meetings to help develop LebSOS's plans, policies and strategies, and sharing tasks with LebSOS's national director and taking over her role when she is away. The second focuses on funds development and communication including managing the fundraising team (LebSOS is aiming to become self-funded). It also involves calling, emailing and meeting representatives of corporations to persuade them to provide financial assistance or support LebSOS in other ways, e.g. by running their social responsibility initiatives in LebSOS villages. Finally, it involves writing grant requests to major donors such as the European Union and USAID, responding to the inquiries of website donors who may be located locally and internationally, and thanking donors.

Local Sponsorship Coordinator

The local sponsorship coordinator communicates with people who live in Lebanon and donate through a bank rather than via the LebSOS website. She also attempts to gather donors' contact details and communication preferences from the paper notes that village employees submit to the fundraising department to report donations they receive. Those details are important for staying in touch with donors via thank-you letters, Christmas/New Year cards and so on, to encourage them to keep donating.

International Sponsorship Coordinator and Secretaries

The international sponsorship coordinator sends reports to donors who live abroad and donate through the office of SCVI in Vienna. The process starts when SCVI's donor recruitment office emails the coordinator details about people who have sponsored LebSOS children. The coordinator emails village managers and secretaries to inform them about those sponsors and requests information about LebSOS and the progress of sponsored children via twice-annual reports. Village secretaries gather the information from village employees and type the reports. Reports mention issues such as how sponsored children are feeling, the places they have visited, the activities they have undertaken and their educational progress. They also include quotes from children and touching stories about them. The reports are emailed to the coordinator who reads them and may request amendments. She may also edit them to ensure their content is new and likely to be emotionally touching. If necessary, she calls social workers and educators to gather additional information. Sponsors may contact the coordinator with special inquiries (e.g.

children's clothing sizes so that sponsors can send children gifts at Christmas). The coordinator fulfils those requests by calling and emailing colleagues in villages and youth centres.

The events coordinator plans and implements events such as the institution's fete and the children's Christmas concert, speaking to village managers about how and when the various tasks should be done. She also calls, emails and sends physical cards to invite people such as donors and journalists to attend. After the event, she contacts the press again to maximise the event's publicity and sends physical mail cards thanking attendees.

6.3 Stickiness Categories, Sources and Causes

Table 6.1 summarises categories, sources and causes of stickiness found in the fundraising process.

Stickiness Main Categories	Stickiness Main Sources	Stickiness Specific Causes
Context Characteristics	**Shortage of Employees**	• Delaying the recruitment of additional fundraising employees.
	Fundraising Department's Inadequate Information Sharing with Villages	• Limiting donor contact to fundraising employees.
Media Characteristics	**Unavailability of Necessary Communication Media**	• Limiting media access to managerial employees and their secretaries.
	Difficulties Sharing Information Using Available Media	• Dependence on Lebanon's unreliable internet.
Knowledge Holders' Characteristics	**Perceiving Knowledge Holders to be Untrustworthy**	• Perceptions of LebSOS as American.
Knowledge Recipients' Characteristics	**Recipients' Lack of Motivation to Receive or Use Knowledge**	• Lack of donor interest. • Lebanon's economic situation.

Table 6-1 Stickiness in the Fundraising Process

6.4 Stickiness Arising from KT Context

This section discusses stickiness arising from the context of the fundraising process.

6.4.1 Shortage of Employees

Many fundraising employees mentioned having a shortage of employees. The manager of the fundraising department explained the reason for this:

> *We are doing a new strategy… In this new strategy, one of the most important pillars is human resources. This means we need to employ more people who work on sponsors… The new strategy is now being developed. Maybe, if you ask me after one year about what we are doing to improve communication, my answer would be different.* **(Sponsorship Manager #1, Location 5)**

Clearly, the manager thinks communication might be better after the strategy is finalised and LebSOS gets the resources needed to recruit more fundraisers.

The Impact of Having a Shortage of Fundraising Employees

The shortage of fundraising employees made it difficult to acquire, transfer, and use information that helps keep employees and donors engaged. **Sponsorship Manager #1** commented:

> *We need to develop newsletters. We had a newsletter which I used to write from A to Z in both Arabic and English. I used to do this as part of my fundraising work. However, I cannot now keep on doing this…. We have a human resources issue.* **(Sponsorship Manager #1, Location 5)**

To write the newsletters, the manager used to contact employees across villages and centres to gather information about their recent activities. The newsletters were then sent to donors and employees. However, the task ceased because of the limited number of fundraising employees and the manager hoped to bring the newsletter back.

Other fundraising employees also missed the newsletters:

> *Why do we not have a newsletter in LebSOS? Many times, there is an event in [village name] which I do not know about… It is better to know about the event through the*

newsletter than through reading about it in L'Orient Le Jour [Lebanese Newspaper] and say this happened in [village name]. (Sponsorship Employee #2, Location 5)

We can improve by having a monthly newsletter to communicate with all people. These newsletters may deliver current information to existing donors and establish prospective donors' knowledge about the institution. (Sponsorship Employee #3, Location 5)

Sponsorship Manager #1 also mentioned the shortage of employees when asked whether she thought local donors were poorly served:

This is correct, 100 percent. We need to work on this. As I said, the employees we have here are only three people, and these people have insufficient time to visit local donors and gain donations from them. (Sponsorship Manager #1, Location 5)

Local donors received little communication compared to donors recruited through the Vienna office. To serve local donors, village secretaries would have needed to collect information about various children, write reports about them, and send those reports to fundraising employees in head office who in turn would send them to donors. This multi-stage process was not happening because of the shortage of employees. Instead, secretaries were only acquiring, using and transferring information about children sponsored by international donors through the Vienna office. Several employees said the Vienna donors were better served than local donors:

If we communicated more with local donors, the impact would be good… How we deal with international sponsors, we have to do the same with local sponsors… We send children's sponsors a letter of good wishes during Christmas, and in June we send them a report about the child; his personality, his news, he started wearing glasses, he fell, his mother died, he did something good at school, he improved… The people who did not choose a child, we send them information about the village such as the mothers went out [on a visit somewhere], we had the LebSOS feast… At the moment, this report is only sent to international sponsors who contacted the Vienna office to donate. (Secretary #2, Location 3)

International sponsorship is a totally different system. The international sponsorship is where the office in Vienna makes contact with donors, not us… We provide these

donors with information, stories and pictures about children. **(Sponsorship Manager #1, Location 5)**

Once I had a new sponsor who had been recruited through our office in Vienna… I started sending two reports per year for each sponsor, and sometimes I received feedback on my reports, sometimes I received more questions. **(Sponsorship Employee #2, Location 5**

Vienna donors were also better served because, according to LebSOS employees, they were more financially committed than local donors:

Vienna donors sign an agreement to become a child's sponsor and commit to pay 20000LBP (13USD) each month. In Lebanon, when we ask a person to commit and pay 20000LBP (13USD) each month, they lose interest. **(Sponsorship Manager #1, Location 5)**

Vienna donors are more committed than local donors. The local donor may donate one time and then leave but Vienna donors, no, they continue paying. **(Secretary #2, Location 3)**

The perceived greater commitment of Vienna donors meant that fundraising employees preferred to spend their scarce time and resources to communicate with those donors.

I investigated whether the institution had improved its communication with local donors since December 2016 when I asked a colleague to visit village 3 in person and make a donation. My colleague found that the manager had accepted the gift but had not asked for the donor's contact details (e.g. email address, phone number). As a result, the donor received no subsequent communication. This suggests that information about local sponsors is still not being acquired, used and transferred to head office to initiate further contact. I also visited the new website regularly following its launch in December 2017. In January 2018 I registered via the website to receive updates about LebSOS's work, but I received nothing as of February 2019. This also suggests that information is not being acquired, used and transferred. If donors did not receive the updates they had registered for, they would probably have negative perceptions of LebSOS and be less likely to make further donations.

6.4.2 Fundraising Department's Inadequate Information Sharing with Villages

Many people donate to specific LebSOS villages by contacting the fundraising department and mentioning which particular village should receive the donation. However village employees said that they rarely received information from the fundraising department about those donors:

> *They [head office fundraising team] have the information about each person and the amount they donate. In the village, we do not have this information.* **(Secretary #3, Location 2)**

> *If donors do not specifically ask to speak to us, we do not know they have donated.* **(Secretary #2, Location 3)**

Village Manager #3 was no better informed about donations than other employees:

> *There is a weak point because I am never told when a sponsor donates money to location 3. I should know… They say that the office [head office fundraising team] speaks on behalf of everyone.* **(Village Manager #3, Location 3)**

However the manager of the fundraising department believed that all communication with donors should come from her office:

> *I want to keep communication inside the department so as to build personalised relationships… I know for instance that Fadi is interested at the end of the year with every donation to receive a thank-you note or thank-you letter. It is important for him… There are other people who do not care and do not want anyone to know about their donation. This is what I mean by personalised.* **(Sponsorship Manager #1, Location 5)**

Sponsorship Manager #1 used me, the researcher, as an example of why communication with donors should be restricted to the fundraising department. The focus on establishing personalised relationships with donors is positive. However, allowing village employees to establish their own relationships would perhaps widen donors' knowledge about LebSOS's activities and therefore increase their satisfaction.

Not informing village employees about donations resulted in those employees not communicating with donors:

> *I should know about people who donated to send them thank-you letters… If a person likes to help children in village 3, he would also like to receive something back from village 3. Not necessarily a thank-you, but to know that as he thought about children in the village, people in the village thought about him. (**Village Manager #3, Location 3**)*

> *We [village 3 employees] often do not communicate with people who have donated to location 3 by using the LebSOS website. (**Secretary #2, Location 3**)*

> *In the village, we [village 2 employees] send donors no communication… Communicating directly with donors is better, but this is the system. (**Secretary #3, Location 2**)*

Due to this lack of information, village employees were unable to show their appreciation of donor support. The literature discussed in section 2.3.2.3 shows the impact of these notes on increasing donors' commitment.

Village Manager #3 mentioned the Facebook page he had created to show the public what was happening in the village:

> *One of my goals is to convey what is happening in the village to people inside and outside LebSOS. That is why I opened a Facebook account and I am posting content… I post something and put a little comment so that people can see the picture and understand the message. (**Village Manager #3, Location 3**)*

Village Manager #3 is not part of the fundraising department. However his actions reflect his perception that communication through various avenues is important to raising funds:

> *Facebook is important for bringing village 3 into the new technological world and making it widely known. The more we are known and we move people's feelings, the more we gain financial support… Our Facebook page has resulted in people calling me and sending messages to ask about the way they can help… For example, a Lebanese guy from Kuwait contacted me… A woman called Grace asked about how she could help. (**Village Manager #3, Location 3**)*

The Facebook account could have been a means of directly connecting with donors, but this was impossible without information about who had donated. Research shows that Facebook communication helps in gaining donations, and that these donations are larger and more frequent. Furthermore, Facebook creates positive word of mouth (Laureano et al. 2018). By not linking with donors, LebSOS was missing an opportunity to establish closer donor relationships. **Village Managers #1**, **#3** and **#4** also commented about their limited communication with donors.

6.5 Stickiness Arising from Communication Media

This section discusses stickiness arising from communication media in the fundraising process.

6.5.1 Unavailability of Necessary Communication Media

Employees need access to communication media that facilitate receiving, using and sharing information with donors. However, **Sponsorship Employee #1** who had been assigned the responsibility of communicating with local donors, had no email access:

> *I do not contact donors using email because I still do not have access myself.* ***(Sponsorship Employee #1, Location 5)***

Email access was restricted to management level personnel such as village managers and their secretaries. So, with help from the secretaries, **Sponsorship Employee #1** tried to communicate with local donors by sending physical cards:

> *In Lebanon, we are following the method of communicating by sending physical mails. During the end of year feast season, we send donors a flyer which is printed on a greeting card.* ***(Sponsorship Employee #1, Location 5)***

> *During Christmas, we send local donors a happy feast card. We do not send them emails. We do not call them. With the local donors, we do not have much communication.* ***(Secretary #2, Location 3)***

But physical cards sent by post were not always delivered:

> *The problem in Lebanon is that not all sent mails end up being delivered. Sometimes we send mails and receive them back.* ***(Secretary #2, Location 3)***

*The email and mail are not well used in Lebanon. If we talk about the mail in general, there is not much trust that they arrive because it is rare for people in Lebanon to have mailboxes where the mail can be placed. **(Village Manager #3, Location 3)***

Postal mail delivery involves postal staff travelling across regions and speaking to locals to try to locate the residence of intended recipients, a difficult task in the light of demographic changes and especially since the influx of Syrian refugees. Furthermore, many streets and buildings are either not numbered or have no visible numbers and most houses have no mailboxes. All this complicates the mail delivery process. **Accounting Employee #3** presented a large bundle of mails which had been returned following non-delivery to local donors.

Lack of email access also prevented **Sponsorship Employee #1** from receiving reports about sponsored children, even reports that had been written for Vienna donors and could have been shared with local donors. Even some donors lacked email access:

*Some people tell you they do not have emails and I am talking about important people. For example, I know a lawyer; I cannot send him a WhatsApp or email, he does not have anything… We are not talking about everyone, but there is a group which still does not have the new technology which we are using in this era…. We are talking fair numbers. **(Sponsorship Employee #1, Location 5)***

Fundraising employees did not say why donors had no email access, but it is likely that Lebanon's poor internet infrastructure meant some people preferred alternative communication means.

Improving donor communication was important. Management employees mentioned that SCVI expected LebSOS to become self-funded by 2020 and that nothing was being done about this goal:

We have a risk that lies in not acting on what the international organisation [SCVI] told us. We should raise 50 percent of our budget by 2016, and I have told them [head office management] that we need to have a seminar and put out a strategy for raising finances and not leave it to the last moment… However, nothing has been done… We need six million dollars for LebSOS to remain sustainable… SCVI is unable to send us more than 50% of our expenses. This means that if we keep on only raising 30% of

*the 50% needed, we have to take the money from somewhere in order not to close any LebSOS project. This becomes harder in 2020 when we must become 100% self-funded. **(Village Manager #3, Location 3)***

*We have to be self-sufficient by 2020. However, we may be unable to cover our financial needs by that time which is a risk… There are no alternative plans or actions… Nothing is changing. We know there are risks but nothing is being done about them. **(Accounting Employee #4, Location 5)***

'We need to have a seminar' means that managers in LebSOS should meet and share their ideas to create a strategy to minimise the institution's financial risk. 'We know there are risks' refers to risks including lack of money, poor quality work and high staff turnover. Alternative plans for reducing financial risk could focus on improving email, social media and website communication. By not implementing such plans, LebSOS would be less able to source more funding and hence be less able to help people in need.

6.5.2 Difficulties Sharing Information Using Available Media

Section 6.5.1 highlights that a key fundraising employee had no email access despite its importance to communicating with donors. This section highlights that even people who had email access such as village secretaries often experienced difficulties in using it:

*I was interviewing **Secretary #1** inside the village manager's office when her desk phone rang. She walked a few steps outside the office and sat on her desk which was located next to the building's entrance. **Sponsorship Employee #2** was calling to request emailing a child's progress report. The secretary was unable to send it because internet connectivity was unavailable. **(Observation 2, Location 1)***

*Sometimes, **Sponsorship Employee #2** requests information which we need to find and send immediately. She wants pictures of children, she wants sizes, and she wants them immediately… If there is no connection, this is a problem. **(Secretary #2, Location 3)***

*I was interviewing **Secretary #3** when **Village Manager #2** interrupted and asked whether a child's file had been emailed to **Sponsorship Manager #1**. The secretary*

informed the manager the file was over 3MB in size and had not been loading because of the slow internet connectivity. (Observation 12, Location 2)

The current way of communication is not efficient. Why is it not efficient? Sometimes, there is no internet. That is a difficulty here. (Secretary #3, Location 2)

Sponsorship Employee #2 needed access to children's progress reports to review them, update them and forward them to Vienna donors. Access was made more difficult by Lebanon's unreliable internet connection:

When the power is cut, so is the internet in this country… When the power comes back, the issue is fixed. (Secretary #3, Location 2)

Sometimes if there is a storm, something may break, and the connection gets impacted. (Secretary #2, Location 3)

People in Lebanon have been suffering from unreliable internet for years (Kawar and Tzannatos, 2013). The difficulty in sharing information discussed above constitutes a stickiness problem.

6.6 Stickiness Arising by Knowledge Holders

This section discusses stickiness arising by knowledge holders in the fundraising process.

6.6.1 Perceiving Knowledge Holders to be Untrustworthy

LebSOS location 1 employees' attempts to engage with locals were sometimes thwarted by perceptions that LebSOS was linked to the US:

I find it hard to deliver the message to people who pre-judge LebSOS without seeing our work… I lived in America, and I am married to an American. People in the community see me as an American which makes my job of changing perceptions and showing what the institution does in a practical way difficult. Showing our work is difficult because people are choosing to stay away from us. (Village Manager #1, Location 1)

When I started working here, people were asking where I worked, and I told them in LebSOS. People thought that LebSOS might be an American institution. In this area,

people are against America… This animosity made people choose to stay away from us. (Educator #1, Location 1)

These perceptions arose not only because the manager was married to an American, but because LebSOS was located in an isolated area away from the town. This meant people could not readily see its work. In addition, leading US NFPs such as World Vision and Unicef also operated in LebSOS's region. To understand why people disliked American institutions, it is important to understand the context. Many location 1 residents are Shiite and have political associations with Iran and the Hizballah political group which the US has listed as a terrorist organisation (US Department of State, 2018). Fear of being seen as US supporters has contributed to people's reluctance to get involved with LebSOS. **Educator #1** explained what needed to be done:

Our role here is to make people know that LebSOS is for everyone, all humanity and it is not sectarian as some think. We need awareness about this topic. This awareness can help develop the institution especially when it comes to donations, which is essential because LebSOS relies on donations; if they decrease, the work in LebSOS also decreases, especially with children. (Educator #1, Location 1)

6.7 Stickiness Arising by Knowledge Recipients

This section discusses stickiness arising by knowledge recipients in the fundraising process.

6.7.1 Recipients' Lack of Motivation to Receive or Use Knowledge

LebSOS employees communicated with prospective donors about the institution's difficult financial situation. However they believed many people were simply not motivated to help:

I go to schools, people [LebSOS colleagues] also go to schools and explain to them about LebSOS, how it lives through donations… The idea is obvious, but they are not interested in helping others. (Accounting Employee #2, Location 2)

I visit schools personally at the beginning of each year and give them a summary of our situation as an institution… I explain to them that LebSOS is going through a period where financials are down and ask for financial assistance to be able to continue our work… Many schools do not respond. (Village Manager #2, Location 2)

I contacted mayors in all the municipalities in [district name] and [district name] through an official letter because I know that they have funds for charity… I did not receive any help… They were not interested in responding hence they did not react to the letter nor give aid. (Village Manager #3, Location 3)

Another possible reason for the lack of interest is that **Village Manager #3** sends a list of requests to prospective donors including mayors despite not being responsible for fundraising. He was probably unqualified for this self-assumed role. Furthermore, the manager sent unsolicited letters instead of visiting mayors in person. This is a mistake in the Lebanese context where people in positions of power often see themselves as superior and may consider being approached via a letter rather than in person disrespectful. This would reduce their interest in donating to LebSOS.

Lebanon's difficult financial situation may have also hindered donations:

We [village 2 employees] are trying hard to get help from schools, but the situation is a bit hard in the whole country. The school directors are saying: we have many parents who do not pay the tuition fees; we cannot support everybody, we can give you only 5 or 10 percent discount. However, not all the schools provide this discount. Some choose not to help. (Educator #3, Location 2)

These days, the economic environment makes retaining donors more difficult than before. Maybe the relationship with the donor is very good, but their financial situation means they can no longer donate. We [LebSOS] cannot do anything about this. (HR Employee #1, Location 5)

The Lebanese sponsors… Some of them pay, some of them forget, and some of them continue, but they are not many, especially now with the financial situation. It does have an effect. (Secretary #2, Location 3)

Other employees also mentioned Lebanon's difficult economic situation, such as **Village Manager #2** and **Youth Leader #5**.

In 2017, Lebanon's public debt to GDP ratio was the third highest in the world (Statista, 2017). Additionally, figures released by the World Bank in 2013 showed that around 15 percent of Lebanese people lived below the poverty line. Another 54 percent were

considered to be part of the moderate middle class earning around USD 9000 annually (Gulf News, 2014). That income level is low considering that Lebanon is the 37th most expensive country in the world to live in and the third most expensive in the Middle East (Numbeo, 2018). In 2014, low wages and high living expenses meant around 60 percent of Lebanese people experienced difficulties covering their monthly expenses (Gulf News, 2014). The financial incapability of prospective donors is a primary reason for their support lapsing (e.g. Bennett, 2009; Sargeant and Jay, 2004).

The inability to gain discounts from private schools resulted in LebSOS moving many children from private schools to cheaper public schools:

> This year, we [Village 2] transferred almost 11 children to public schools in order to reduce the costs. **(Educator #3, Location 2)**

This could have a negative impact on children's progress because Lebanese public schools are known to deliver lower quality education compared to private schools (Al Arabiya News, 2011; Chami, 2016).

6.8 Summary and Conclusion

This chapter discussed stickiness sources affecting knowledge flow in the fundraising process. It outlined sources arising from the LebSOS context including a shortage of fundraising employees and inadequate information sharing between the fundraising team and villages. It also outlined sources arising from media characteristics such as the unavailability of necessary communication media and difficulties in using the media that were available. Other sources arose from the characteristics of knowledge holders and receivers who were perceived as untrustworthy or who were unmotivated to receive or use knowledge.

Overall, many factors inhibited information flow to donors and thus their knowledge about LebSOS. Furthermore, some potential donors received information about LebSOS but perceived the institution and its employees to be linked to America and therefore untrustworthy. Finally, many factors prevented or slowed LebSOS employees' ability to share information with each other. Combined, these factors were likely to reduce LebSOS's funding and increase the movement of children into public schools.

7. RESULTS: STICKINESS IN THE ACCOUNTING PROCESS

7.1 Introduction

This chapter will discuss stickiness sources in the accounting process. It first describes the roles of employees involved in this process, their working environment, and the people with whom they interact. Next, stickiness sources found in the process are discussed. The chapter concludes with a summary

7.2 Employees' Roles, Working Environment and Interactions

Many employees are involved in the accounting process. In head office, they include a financial controller, an assistant, fundraising employees and social centre employees. In villages and youth centres, they include village managers, mothers, youth leaders, accountants, kindergarten coordinators, and social centre workers and coordinators. Figure 7-1 shows all employees involved in the process.
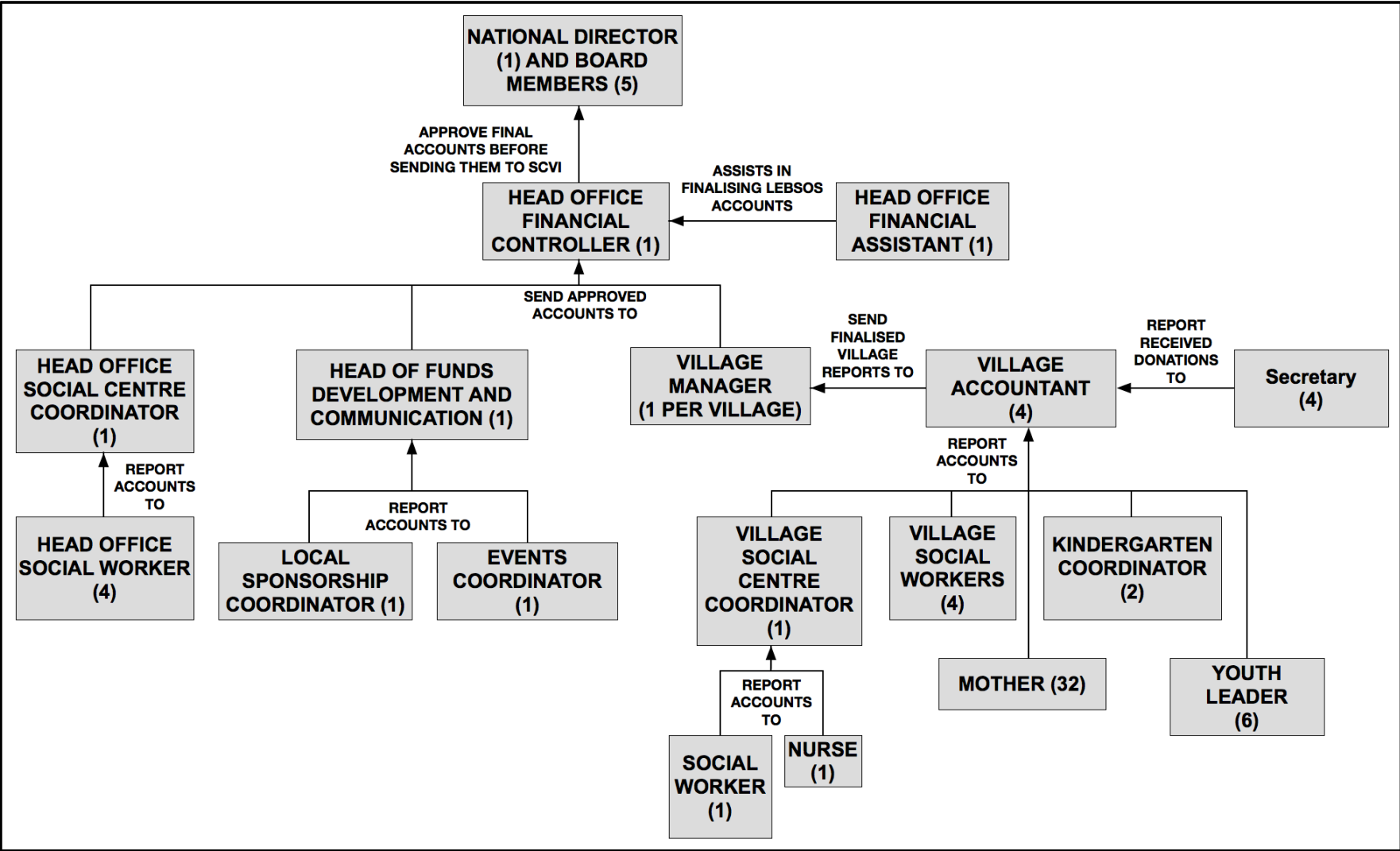
Figure 7-1 Employees in the Accounting Process

Village and Youth House Employees

Village and youth house employees are required to complete and submit monthly accounting figures to their village accountant. However, there is no uniform approach for completing these accounts. The majority of employees do them by hand in an accounting notebook which they give to their village accountant along with hundreds of receipts. Other employees fill them in Excel and email the spreadsheets. Village accountants are then expected to review the accuracy of the accounts they receive before merging them onto a single spreadsheet. Accountants forward the completed accounts to village managers using a variety of electronic means: email, CD, or by saving them on a shared computer drive if one exists. Managers review the completed accounts and may request changes before approving them and printing or emailing them to the financial controller for manual re-entry onto SCVI's integrated accounting system. A village employee drives to head office and delivers the associated paper receipts to the controller.

Head Office Employees

Head office fundraising and social work employees complete their monthly accounting figures using Excel spreadsheets before emailing them to their managers and passing along the associated receipts. Once reviewed, the managers pass the figures to the financial controller who works in the same office as the financial assistant. These employees also manually re-enter the data onto SCVI's integrated accounting system. The financial controller discusses the finalised reports and the institution's financial position with the national director and board members at a monthly meeting at head office. The director and board members either approve the reports or request additional information. Once signed, the financial controller approves the reports on the integrated accounting system and makes them accessible to SCVI's accountants who manage the Middle East and North Africa regions. The accounting manager of this region reviews and approves the accounts before forwarding them to SCVI's international accountants who also review the accounts received from each country where SCVI's entities operate. The international accountants then compile a single financial report for SCVI. After this is approved by SCVI's management team, the manager of the international accountants publishes it on the SCVI website. The website's FAQ section directs people interested in SCVI's finances to the report. Donors who download it will have an overview of SCVI's work which might also contribute to their perceptions of LebSOS's effectiveness.

7.3 Stickiness Categories, Sources and Causes

Table 7.1 summarises categories, sources and causes of stickiness found in the accounting process.

Stickiness Main Categories	Stickiness Main Sources	Stickiness Specific Causes
Context Characteristics	Shortage of Employees	• Low salaries.
Stickiness Arising by Knowledge Recipients	Relationship Between Users and Communication Media	• Limited and untimely training opportunities. • Limited number of licenses.

Table 7-1 Stickiness in the Accounting Process

7.4 Stickiness Arising from KT Context

This section discusses stickiness arising from the context of the accounting process.

7.4.1 Shortage of Employees

The shortage of employees evident in the fundraising process was also found in the accounting process. People who worked in head office and oversaw the accounting process mentioned it:

> *We are two people looking after many responsibilities, and we have been doing it for five years. We have been asking for a third person. **(Accounting Employee #4, Location 5)***

> *There is a lack of employees. We should fill many empty posts… The posts that we need to fill are for two social workers and two accountants. **(HR Employee #1, Location 5)***

The manager of the accounting department confirmed that the low salary LebSOS offered to accountants caused the shortage:

We have been promised for five months that they would send an accountant here. They are doing interviews, and no-one is accepting the salary offered. **(Accountant Employee #4, Location 5)**

Low salaries also made recruiting new mothers difficult. Many NFPs experience recruitment problems for similar reasons (Cohen, 2010).

<u>*The Impact of Having a Shortage of Accountants*</u>

The impact of the shortage of accountants was evident from the moment I entered the room where I was going to interview the department's manager:

I arrived at the building and entered the small room where **Accounting Employee #4** *worked. The room had two desks, one used by* **Accounting Employee #4** *and another by the accounting assistant. Both desks and the floor had mountains of stacked folders that covered most of the area. The accountant asked to conduct the interview in a more spacious office before going into the office of* **Sponsorship Employee #1**. **(Observation 10, Location 5)**.

The accumulation of work was to be expected considering that only two accountants were available in head office to review and re-enter data from a large number of LebSOS employees. It delayed the completion and approval of LebSOS's accounts and therefore their transfer to the international accountants of SCVI:

We are now on January 23rd but the data on the system is only entered up until September… We have a deadline at the end of January to enter the accounts information for the period ending December. **(Accountant Employee #4, Location 5)**

The manual process of entering accounting information constitutes a poor process issue rather than an employee shortage issue. Resolving the issue by adding employees would be costly because it would require paying additional salaries or paying overtime to existing employees. Nevertheless, accounting employees are experiencing difficulties in using and transferring information. The delay in finalising accounts explains why SCVI was unable to publish its integrated financial report on a timely basis: their non-audited 2016 report was not published until 21 June 2017 (SOS Children's Villages International, 2018f). Producing delayed and non-audited reports may affect donors' perceptions of the quality of SCVI's

management especially if the reports are later found to be inaccurate. This was possible, even likely, because the shortage of employees led to poor work:

The danger of having only two accountants is that it impacts on the quality of the work… I shocked you (small laugh)… When you take charge of 50 things, you cannot do them well… In the end, you have limited time and deadlines. To give quality, you must be comfortable with your time especially in the type of work we are doing so that we can concentrate and focus well and give more. This is the quality that I am talking about, especially that there is a lot of data. Shame. **(Accounting Employee #4, Location 5)**

Accounting Employee #4 said 'shame' again and explained what this meant:

Shame because the quality can be improved and be better… I am talking about the quality of our work as a finance department. **(Accounting Employee #4, Location 5)**

The accountant regretted not being able to improve the quality of the work. Although her comment represents the view of just one employee, she was the manager of the accounting department in head office and so knew why department employees were unable to deliver quality outcomes. The shortage of employees even meant the data was not being audited:

By having more employees, the assistant would have a bit more time to review the data and do control. Even auditing of the data that is arriving from villages he is not doing. **(Accountant Employee #4, Location 5)**

Auditing involves checking that an institution's internal financial transactions are truthful and is important if accurate financial reports are to be delivered to external stakeholders. The delivery of quality reports is essential for NFPs to be considered transparent and accountable (e.g. Patel and Prasad, 2014; Reheul, Caneghem and Verbruggen, 2013), which helps in retaining support (Bortree, 2010; Bortree and Waters, 2010; O'Neil, 2007; Park and Rhee, 2010; Sokolowski, 1996). LebSOS's non-audited reports presented a risk: the regional SCVI accounting manager told **Accountant Employee #4** three months before I interviewed her that the accounts must now be audited every year by a Big Four[5] accounting firm. This is not to say that smaller accounting firms cannot audit appropriately,

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[5] KPMG, Deloitte, Ernst and Young, PricewaterhouseCoopers (PWC)

and it is unclear why the regional accounting manager wanted LebSOS to use a Big Four firm. It was perhaps because corruption is prevalent in Lebanon and the accounting manager thought using a Big Four firm would avoid misuse and cover-ups similar to the one discussed in section 5.4.1. Many SCVI subsidiaries only require reports to be audited each year by respected auditors who follow internationally accepted standards. They do not specifically require a Big Four firm (SOS Children's Villages USA, 2017). This may explain why the financial accounts of SCVI in countries such as India, Canada and the USA were audited by accountants who were CA or CPA certified, but did not work for a Big Four (SOS Children's Villages Canada, 2016; SOS Children's Villages India, 2017; SOS Children's Villages USA, 2015).

7.5 Stickiness Arising by Knowledge Recipients

This section discusses stickiness arising from aspects of knowledge recipients in the accounting process.

7.5.1 Relationship Between Users and Communication Media

Accounting employees throughout Lebanon were unable to use the integrated accounting system that could have facilitated the timely processing of LebSOS's accounting information and its transfer to regional and international accountants. Using the system requires employees to be able to absorb knowledge about the system, and have the opportunity to use it. According to the accounting manager, workshops were being delivered to train employees:

> *We [head office accounting employees] are still doing yearly workshops for people to be able to use the integrated accounting software; the software is called Navision.* **(Accounting Employee #4, Location 5)**

However, many employees were still using Excel to enter their accounts. They even had little computer skills and technical accounting knowledge:

> *We [head office accounting employees] have a problem with people in charge of the data because, in the village, they are not accountants. Some have a social work background, others I do not know what. We are suffering a lot with them. We tell them that we want this bill to be 100 percent correct; we are having problems with them in communication on this topic.* **(Accounting Employee #4, Location 5)**

*We [youth leaders] are not accountants; none of us have previously done computer or Excel training. We were taught these skills to be able to fill out the accounts. Maybe with time, we could learn new computer skills and start using the integrated accounting system. **(Youth Leader #5, Location 6)***

*I have only learned Excel. I did not study Word. If I need to use Word, I have to ask someone… If a new accounting system gets introduced… I would not know how to use it… I would have to learn it. **(Accountant Employee #3, Location 3)***

The manager of village 3 trained **Accountant Employee #3** to use Excel and burn accounts onto a CD. The accountant's low level of technical knowledge was evident when he was unable to name the software 'Excel' which he was using until he opened the computer. He stated instead, 'the village manager installed the new software'.

Employees' poor technical capability may be addressed by giving them more regular training over longer periods. However, none of these employees had received recent or regular training on the integrated software. In the previous year the trainers (i.e. head office accountants) lacked time and had an accumulation of tasks (see section 7.4.1). Furthermore, **Accounting Employee #4** did not regard training as urgent:

*We [head office accounting employees] will work on achieving this goal, however, of course not this year. We will work in the future, next year, the year after; when we have more time to train employees and to get software licenses. **(Accounting Employee #4, Location 5)***

Another problem was that the KT method (i.e. workshops) was used at an inappropriate time, i.e. they were held before the necessary software was installed on the computers of the relevant employees. To ensure accounting knowledge was transferred, accountants needed to have been trained on using the software and simultaneously given access to it. However, this did not occur because the accounting department only had two software licenses. This meant that while employees could use the software during their training, they could not use it when they returned to their worksites, preventing further absorption and application of knowledge. Scholars (e.g. Almeida, Song and Grant, 2002; Szulanski, Ringov and Jensen, 2016) discuss the importance of timing when using various KT methods.

Accounting employees across Lebanon had access to computers where the integrated accounting software could be installed. They also had internet connectivity, even if this was only for parts of the day due to electricity black-outs. Accounting employees in villages could also consult with village managers and the head office accounting team. However, without enough training to absorb the new knowledge and licenses to use the new software, employees lacked the opportunity to use the new system.

The Impact of Having no Integrated Accounting System

Having no integrated accounting system meant that accounting information entered in one location was not immediately accessible by managers and colleagues elsewhere:

> There is a centralised accounting system in Beirut which they [head office accountants] use to deal with the international SCVI office. However, this system is still not well used in LebSOS … The national office [head office accounting department] is linked with the regional office overseas in this way, using a system called Navision; but we [location 4 employees] do not have this system. **(Village Manager #4, Location 4)**

> We [location 2 employees] do not have an accountancy program that is distributed throughout the entire village. Everyone has his own program… The program is not sent directly to Beirut. **(Accounting Employee #2, Location 2)**

> I give village 3 the accounting information… The village 3 accountant cannot see the information I enter here immediately. **(Youth Leader #5, Location 6)**

> There is an integrated accounting system which is only used in head office. We started using this system in 2009. **(Accounting Employee #4, Location 5)**

Accounting information was not immediately accessible in different locations because only head office accountants had access to an accounting system which was integrated with SCVI. As mentioned in section 7.2, other employees had different approaches for producing their reports, e.g. **Youth Leader #5** typed the accounting information on an Excel spreadsheet, burned it onto a CD, and drove the CD and the paper bills to village 3, while mothers wrote them in notebooks which they gave to village accountants along with the paper bills. The non-integrated accounting process of LebSOS meant accounts had to be re-entered multiple times, a duplicated effort that is error-prone and slow.

7.6 Summary and Conclusion

This chapter discussed stickiness sources affecting knowledge flow in the accounting process. One source arose from the LebSOS context: a shortage of employees. Another arose from an aspect of knowledge recipients: relationship between users and communication media.

The shortage of employees reduced the quality of the institution's financial reports because head office accountants had to re-enter the data and no time to check the correctness of the records received. The lack of adequate checking constituted a risk of funds misuse which could negatively impact on donors' perceptions and satisfaction. In addition to the shortage of employees, the inability to use the communication media impacted on KT of financial information to accountants and head office. This in turn delayed the flow of financial reports to SCVI's employees and therefore the production of annual reports to external parties such as donors.

8. RESULTS: STICKINESS IN THE FAMILY STRENGTHENING PROCESS

8.1 Introduction

This chapter will discuss stickiness sources in the family strengthening process. It first describes the roles of employees involved in this process, their working environment, and the people with whom they interact. Next, stickiness sources found in the process are discussed. The chapter concludes with a summary.

8.2 Employees' Roles, Working Environment and Interactions

Employees in the family strengthening process implement the Family Strengthening Program. Program employees from head office include the national director, the social centre coordinator, and four social workers. They all work in the head office building mentioned earlier. Social workers work on the same level, the coordinator from a large room, and the remaining employees in small, separate rooms. In the Ksarnaba village, family strengthening employees include the village manager, a second social centre coordinator, a social worker and a nurse. Figure 8-1 shows all employees involved in the process.
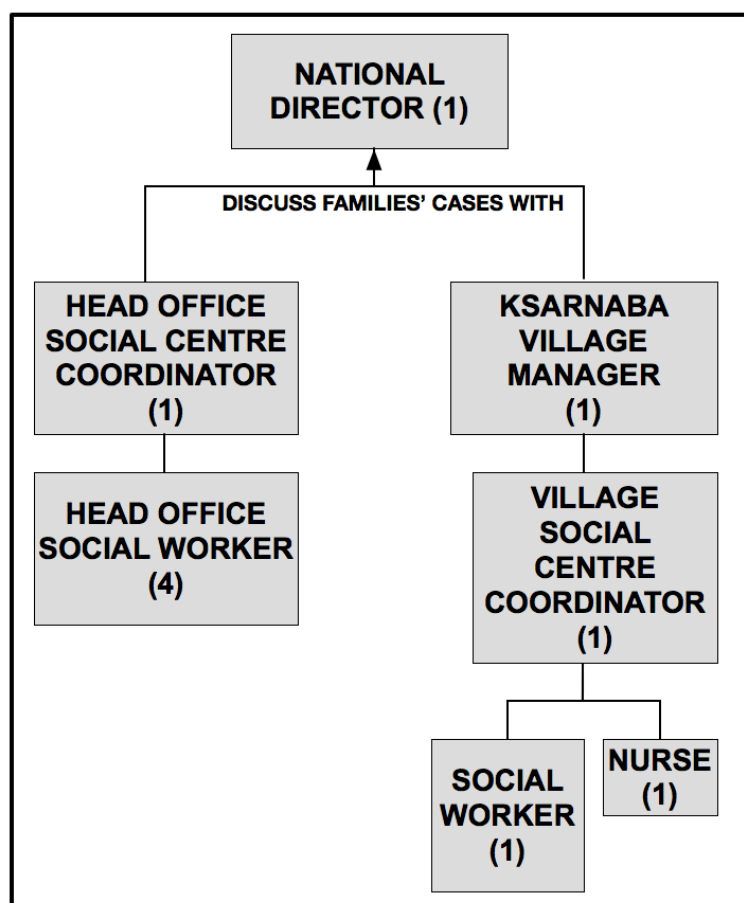
Figure 8-1 Employees in the Family Strengthening Process

Nurse

The nurse identifies children and families who are eligible to receive medical support. To do this, she speaks to Ksarnaba's village manager, social worker and social centre coordinator. She supports families by dispensing medication to those who visit the centre and provides other medical services. She facilitates this by calling hospitals and dispensaries to ask for free or discounted medical services. She also works with Ksarnaba's social worker to develop, advertise and present educational sessions for people in the community. The nurse reports monthly to the Lebanese Ministry of Health about her activities.

Social Workers

Social workers assist poor women, often single mothers, to avoid abandoning their children. This involves sitting with women who are applying for assistance and filling in paper application forms on their behalf. These forms give information about the family's difficulties, and social workers later visit people's homes to assess their situation further. Social workers

discuss the information with the relevant social centre coordinator, the village manager and the national director to decide whether applicants meet the criteria for receiving support. If they do not, social workers direct applicants to alternative support services. Approved families receive financial support, free clothing and free or discounted medical services. Furthermore, social workers and the coordinator develop small projects that suit the expertise of families' caregivers, help them to earn an income and, in the long term, reach financial independence. For example, LebSOS bought a cow for a woman who knew how to extract and sell milk, and a baking machine and supplies for another woman who knew how to bake and sell pastries. Social workers not only give caregivers the necessary resources to run projects but also monitor their work for three to four months and guide them with sourcing, advertising and selling their products. Guidance stops when caregivers become able to run their projects independently. Social workers store the records of each family (e.g. completed application forms and action plans) in cabinets inside their office, on SCVI's Family Strengthening Program database, or both.

Social Centre Coordinators, Ksarnaba Village Manager and the National Director

Social centre coordinators help assess whether families are eligible to receive support, monitor the work of social workers, identify problems such as a family who is not following instructions, and develop strategies for resolving those problems. Social centre coordinators also report on the number of women and children being assisted and the effectiveness of social workers' efforts. Success is measured by indicators such as the percentage of families who become able to survive without receiving support from LebSOS. The coordinator aims for 95 percent of assisted children not to repeat their current academic year and for 15 to 20 percent of assisted families to become financially independent each year.

Ksarnaba's village manager oversees the work of the village's social centre coordinator and facilitates the allocation of support funds to approved people. The process starts when new families apply to receive support from the social centre and the coordinator discusses their case with the village manager. The manager then discusses eligible families with the national director. If LebSOS's financial position permits, the director assigns support funds.

8.3 Stickiness Categories, Sources and Causes

Table 8.1 summarises the categories, sources and causes of stickiness found in the family strengthening process.

Stickiness Main Categories	Stickiness Main Sources	Stickiness Specific Causes
Context Characteristics	Limited Training	• Lack of funds for training. • Geographical distance between work and training locations. • Weather conditions that prevent travel.
	Social Norms in Some Locations	• Restrictive patriarchal traditions. • Religious beliefs that prevent women from gaining education and working.
	Operating in Dangerous Environments	• Engaging with parents who want to maintain the custody of their children. • Engaging with people in communities frequented by criminals. • Politically-motivated armed conflict.
	Inadequate Information Storage Practices	• Tacit storage of information about supported families. • Conflicting information requirements between LebSOS's and SCVI's social workers.
Confidentiality Requirements	Need for Social Workers to Maintain Clients' Confidentiality	• Abiding by the standards that social workers are expected to follow. • Abiding by families' requests not to share their information.

Table 8-1 Stickiness in the Family Strengthening Process

8.4 Stickiness Arising from KT Context

This section discusses stickiness arising from the context of the family strengthening process.

8.4.1 Limited Training

LebSOS had experienced cuts to its budget which have reduced the number of training opportunities for employees in the raising children and family strengthening processes:

> *I am not always receiving training... At first, we had many workshops… Now, due to budget cuts, we are having fewer workshops.* **(Social Worker #1, Location 1)**

Training social workers is important to ensure that families in need receive adequate assistance. **Social Worker #1** needed training to compensate for having no social work educational background:

> *I need more training because I am a business student, and this is social work. Social work is deeper and very different from business. Social work is not about theories; you need to have training, practice and any practice, any training I can have, I would like to take. Training, workshops, lectures, anything that can help me improve my work, I would like to take… After a workshop, it is my responsibility to apply what I have learnt.* **(Social Worker #1, Location 1)**

In other countries, people with no formal qualifications in social work would be unable to become social workers. **Social Worker #1**'s job reflects the connections - 'wasta' - discussed in section 4.5, which is a major factor in how people in Lebanon gain employment. **Social Worker #1** hails from the same family as **Village Manager #1**.

Village Managers #2 and **#3** who managed **Social Workers #3** and **#4** confirmed that their employees had limited training opportunities (see section 5.4.3) as a result of LebSOS's financial difficulties:

> *There is a lot of risk to the LebSOS budget because the economic situation is very bad and our income is decreasing… We are trying to address our financial risk by reducing our expenses on aspects that are not important to children, aspects that do not relate to their education.* (**Social Work Manager #1, Location 5**)

New knowledge could have been shared with employees such as **Social Worker #1**. However, income reduction and limiting LebSOS's expenditure to children's education made it difficult for employees to learn. **Social Work Manager #1** considered it important to educate children and adolescents about the risks they might encounter when they left LebSOS and entered the wider society. However, she did not appear to be concerned about the lack of training for social workers and did not mention any training she delivered to them. Similarly, none of the social workers commented about receiving any training from their managers.

Some social workers tried to keep up to date with new knowledge by sourcing external training opportunities:

> *I am a social worker, and no-one can know everything… If there is a new thing, I have to learn it… I often go back to the university where I have studied. They give us free training sessions about advancements in the field. **(Social Worker #2, Location 5)***

> *There is a free training session I want to attend at the University of Saint Joseph… My past teacher gave me information about the time and location of this training… Me and my fellow social work students in the Lebanese University also have a Facebook page… People publish on the site information that is relevant to social workers including information about available training opportunities. **(Social Worker #4, Location 2)***

These training sessions could be easily accessed by **Social Workers #2** and **#4** who lived close to the capital Beirut where there are several universities. In contrast, **Social Workers #1** and **#3** are located far from the capital which made travelling to attend training sessions difficult. Furthermore, **Social Worker #1** lived in location 1 where roads often became blocked or icy during winter.

8.4.2 Social Norms in Some Locations

Local social norms meant many people were not used to public interactions between men and women. **Kindergarten Employee #1,** an American woman whose husband came from location 1, said:

I like to communicate with people… Many times, my communication gets taken in the wrong way, especially from men… They think that because I talk and I smile and I laugh… They think that I am a bad person… I am too open-minded. **(Kindergarten Employee #1, Location 1)**

Kindergarten Employee #1's behaviour would be considered normal in many other societies, however in location 1 people expect women to engage in limited and respectful contact with males. Locals considered **Kindergarten Employee #1** 'too open-minded'.

The manager of the youth house in location 10 also mentioned the conservative social norms in location 1. **Youth Leader #4** suggested that social norms in location 1 resulted in LebSOS's management team deciding to re-house girls inside the village after they had lived in a youth house outside the village. She also mentioned social norms in location 6:

Management moved the girls who were in the location 6 youth house into the village; we have been in the village for three months… The girl's youth house was brought before into the village in location 1, maybe because there, the society is a bit strict… We were in location 6 for 16 years, and when we started, people were surprised. Who are we? Why only girls? **(Youth Leader #4, Location 10)**

The question from people who lived next to youth house 6 when it first opened, 'Why only girls?', suggests similar restrictive social norms to those in location 1. This was clear from **Youth Leader #4**'s expression and from my knowledge of conservatism in different Lebanese regions. The norms reflect Lebanon's patriarchal system (Avis, 2017; BBC, 2017) which limits gender equality and restricts women's freedom. **Youth Leader #4** said they experienced further difficulties before they were eventually accepted by the locals.

The religious beliefs of people in some locations also prevented women from studying. Shiite people who live in location 1 typically think in a similar way to religious leaders such as Ayatollah Khomeini, who has said that women should restrict themselves to being good mothers and that education is unimportant to fulfil their motherhood duties. This idea has been echoed by preachers such as the Muslim scholar Sheikh Abdel-Aziz BinBaz who considers it a crime to take women outside their kingdoms (i.e. homes) and involve them in men's work. According to him, if women are to work, they should remain in specific domains such as education and nursing and avoid interacting with men (Sidani, 2005). Some

Christian Lebanese sects also have barriers that prevent women from working (UNHCR, 2005), e.g. Armenian Orthodox women must gain their spouse's approval before seeking employment (Shehadeh, 1998; Kafa, 2015). These views still have a lot of force in the Lebanese society (ArabiCare, 2018; El-Husseini, 2008). Some men still educate boys in preference to girls especially if finances are tight (Hamieh and Usta, 2011). A survey of 1300 students in Lebanese universities found that Sunni and Shiite students were more accepting than Christians and Druze Muslims of the idea that women should only be mothers and should not seek employment (Baidoun, 2007). A world report on the gender gap ranked Lebanese women's labour force participation 136th out of 144 countries (World Economic Forum, 2016).

The Impact of Lebanon's Social Norms

Lebanon's social norms made it difficult for **Social Worker #1** to transfer knowledge to women about how to seek employment.

> *Here in location 1 and in some regions, people have this old mentality that women cannot work or receive an education… Once I had a family who had a daughter wanting to become a hairdresser. Her father did not want her to study and work… He changed his tone to make it more about ordering her not to do something and yelling, "I do not have a daughter that goes out". You know this oriental mentality.* ***(Social Worker #1, Location 1)***

Restrictions on women's capacity to study and work made it difficult for LebSOS to help families to improve their financial position. Allowing a daughter to study hairdressing would have enabled her to gain employment and support her parents financially. But this education was not allowed because the father was concerned that his daughter would work outside the home which might lead locals to talk badly about her. This was not an isolated case and reflected many men's beliefs that women working outside the home would bring dishonour to their families (Sidani, 2005).

8.4.3 Operating in Dangerous Environments

LebSOS social workers operated in dangerous environments. This contributed to stickiness because it was often difficult for social workers to contact people in need. The sources of danger and their impact are discussed next.

Engaging with Parents Who Want to Maintain the Custody of their Children and its Impact

LebSOS social workers were often exposed to danger through their interactions with families who were reportedly providing inadequate care for their children. Violence could ensue when social workers were urging parents to let their children live temporarily at LebSOS. **Social Worker #3** mentioned three incidents:

> *We went to the family's house after my social work colleague told the mother that we wanted to visit her and talk about the possibility of sending her children into the village… She came at us by car, and suddenly the father started to hit us... We were talking to her; she did not want to talk in front of her husband; we wanted to talk to her first, then with her husband... The reality is, there is danger… Incidents occur in many locations. This incident happened in [location name]. Another incident happened in [location name]. I had a driver with me. He told me, how are we going to flee from here? Another incident happened in [location name]. These situations happen when we engage with parents who have problems; the father is alcoholic, takes drugs, is a convicted criminal. (Social Worker #3, Location 3)*

Danger also occurred when social workers got court orders to forcibly remove children from their parents' care:

> *There is a danger for social workers who go to homes. It happened once before when I sent two assistants to bring children into the village… When the assistants from my centre and the village went to the parents to take the children, the father came out with a knife wanting to kill them… This behaviour is not normal, but there is a danger as you do not know how the person thinks… This risk keeps on happening. (Social Work Manager #1, Location 5)*

These incidents explain why social workers are sometimes unable to help families to improve their lives and that children's admission into LebSOS is sometimes delayed or prevented altogether.

Engaging with People in Communities Frequented by Criminals

LebSOS social workers were also exposed to danger when trying to reach families in communities frequented by criminals or criminal clans:

We have risks of losing our security… If you are Lebanese, you would have heard of families such as [family name], [family name]; those families are part of Lebanese clans. They live in regions where there are drugs. In such regions, sometimes it is hard to communicate with families due to insecurity reasons… The mentality we can deal with, but the insecurity is the problem here… Once I was threatened by someone; personally, I was threatened that people would, I do not know what they would do; I expected not to be killed but to be beaten… The only thing that I could do was to have the police number on my phone, and I called the police. (Social Worker #1, Location 1)

Drug lords and car thieves often shelter in some Beqaa region communities (Al-Solh, 2015; Naharnet Newsdesk, 2012, 2014). Some locations had armed clans who kidnapped people for ransom (Dagher, 2013; Samaha, 2012).

Politically-Motivated Armed Conflict

Social workers experienced difficulties reaching families who lived in locations where gun battles might erupt between members of rival political groups:

There is a danger for social workers if they are in dangerous areas… I have a social worker who lives in [suburb 3] next to [suburb 2]; she has been now three months not living in her house. All the families she supports are in [suburbs 2 and 3], so there is a danger. She cannot reach them. (Social Work Manager #1, Location 5)

Many people mentioned conflict between Alawite[6] Syrian regime supporters who lived in suburb 3 and the Sunnis who lived in suburb 2. This was a continuation of earlier violent conflict during Lebanon's civil war (Kerbage and Cheikh, 2013; Simanowitz, 2013; Strickland, 2015). Snipers were highly active in those suburbs making it difficult for social workers to reach needy families.

8.4.4 Inadequate Information Storage Practices

Social workers used paper forms to gather a range of information and make plans to help families, but they often left them in cabinets and did not store them on the computer. This

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[6] A member of a Shiite Muslim group living mainly in Syria.

meant they could not access them when they were in other locations. Both **Social Workers #1** and **#2** experienced this difficulty. **Social Worker #1** said:

> *When a family comes and applies for help, we have a paper to fill in… The form has all the information we need to complete the assessment. The collected information is not available on the computer. (Social Worker #1, Location 1)*

Both social workers showed me the cabinets where they stored families' records and provided copies of the empty forms they fill. The reason **Social Worker #1** was not storing information about clients on the social work database was Lebanon's slow internet connection, which meant she could not easily download what she had entered. Other employees had the same problem:

> *The database is not working now. The main problem is the internet. The connection is very slow and the database is uploaded on the internet… If the internet is interrupted for half a second, we have to repeat all the work we have done. (Educator #1, Location 1)*

This storage issue created stickiness because the lack of a functioning database with complete and up to date information prevented transferring information to other LebSOS and SCVI social workers. **Social Work Manager #1** was under the impression that her staff were entering all the information they collected from families onto the social work database, even though the task was slow:

> *We are entering the data online, but instead of something taking two minutes to be entered, it is taking 30 minutes. (Social Work Manager #1, Location 5)*

In fact this storage was not occurring, as the next section will explain.

Tacit Storage of Information About Supported Families

Social Worker #2 was storing much of the information she collected about clients tacitly:

> *The basic information about families is available on the database. However, the more detailed information is stored in my head because I live with families. (Social Worker #2, Location 5)*

Social Worker #2 believed that because she could remember each family's situation, she did not need to store their information on a database. She showed me a family record which she had entered on the database. It had only basic information: the family's address, phone number, parents' marital status and number of children. **Social Worker #2** said her colleagues did the same.

We [location 5 social workers] do not enter all the information about clients on the database. (Social Worker #2, Location 5)

Storing information tacitly made maintaining service continuity difficult especially if an allocated social worker left LebSOS permanently or was temporarily away, e.g. because of illness. The following observation shows an instance of this:

While interviewing Social Worker #2, a woman who was looking for the social worker managing her case knocked on the door; the woman wanted to submit medical receipts and get paid. Social Worker #2 was unable to assist the client because she had no access to the woman's records and her allocated social worker was sick. The woman was asked to phone the next day and double check the availability of her assigned social worker before returning to gain assistance. (Observation 14, Location 5)

Even if **Social Worker #2** had been able to access the family's record, it would have been difficult to serve the family because the information on the database was so limited.

Conflicting Information Requirements Between LebSOS's and SCVI's Social Workers

In addition to storing limited information about clients on the database, **Social Worker #2** told me that social workers in location 5 were not using a new, larger application form that SCVI had asked them to use. The new form contained the information social workers were supposed to enter on the database. However the new form created its own problems:

The form that I showed you is the one we use. We used to fill it in before the international team [SCVI] provided a new form. But we are still filling in the old form because it is easier for the family… The new form is very big… We felt that the old form is familiar… The new form is better and there are more details… It helps us ask relevant questions to get information faster; we do not need to think about the

questions to ask the family… But, it is big, it has seven pages and is very detailed.
(Social Worker #2, Location 5)

Using the old form meant that social workers were not collecting all the information that SCVI wanted but the new form created difficulties for families. In short, there is a conflict of goals between LebSOS social workers who wanted to make the data collection process easier for clients and SCVI who wanted complete client information to be available.

By trying to make the process of applying for assistance easier for families, LebSOS social workers could not share information with their LebSOS and SCVI colleagues. In addition, SCVI's social workers could not assess the effectiveness of the Family Strengthening Program via indicators such as children's progress, accessibility of essential services, and parental commitment. This in turn meant they were prevented from discovering and remedying potential performance deficiencies.

Social workers often operate in dangerous and stressful work environments which makes it likely for them to be absent from work and for information not to flow. Stress can lead to burnout and result in turnover (e.g. Boyas, Wind and Kang, 2012; Travis, Lizano and Mor Barak; 2015). Turnover was high in LebSOS and while one position in location 2 had been filled, two other social worker positions were still vacant. Given the scarcity of information on the database and the preference for storing it tacitly, the information would be lost when a social worker left and the appointee would have problems getting information about supported families.

8.5 Stickiness Arising from Confidentiality Requirements

This section discusses stickiness arising from the need to maintain confidentiality in the family strengthening process.

8.5.1 Need for Social Workers to Maintain Clients' Confidentiality

Social workers were expected to keep information about their patients confidential, which limited their capacity to share information in LebSOS and elsewhere. **Social Work Manager #1** mentioned confidentiality when asked why LebSOS social workers did not contact their counterparts in other institutions to check whether people who applied for assistance were already getting benefits from other institutions:

There is the confidentiality of the field. If you call me now and ask whether a family exists on my records, I say yes, but that is it. I do not give you other information. If you call the social worker and ask about [person's name], you get a response that yes, we are helping them in schools. That is it. I cannot give any other information. **(Social Work Manager #1, Location 5)**

Without gathering detailed information about the assistance that a family is receiving, LebSOS social workers are unable to know whether they should recommend support from LebSOS. **Social Worker #2** mentioned the same issue:

Social workers share experiences… But, we do not disclose all the problems of a family… For example, I ask colleagues in general terms about possible solutions for an issue… We limit our information sharing. **(Social Worker #2, Location 5)**

According to **Social Worker #2**, this was because of the pledge they made at graduation:

We promised when we graduated from university that the information we knew about families would remain confidential. **(Social Worker #2, Location 5)**

It was also because some clients requested social workers to keep information confidential:

We limit our information sharing because a family may tell me, [social worker's name], please, you are the only one I tell about my problems, I prefer no one else knows. **(Social Worker #2, Location 5)**

Village Manager #4 also mentioned the importance of maintaining clients' confidentiality:

Failing to protect the confidentiality of the industry is a risk. This is why we ask the people living in the village to protect the information they have about children. **(Village Manager #4, Location 4)**

'Failing to protect the confidentiality of the industry' refers to the need to protect the information collected about children from people who are unauthorised to access it. The comment applies to the raising children process but is equally applicable to the family strengthening process.

While maintaining clients' confidentiality is important, it could lead to misuse of donors' funds:

> *Every six months, we meet with all NFPs that do the same job... Every social work manager comes with a list of families that are being supported... We have a waiting list, and we have a family who is benefiting from six institutions, and in principle, they should only benefit from one institution... We have a meeting to remove the families who are benefiting from many institutions while someone is waiting and cannot benefit because there are no available spots.* **(Social Work Manager #1, Location 5)**

This highlights the moral dilemma between sharing information to avoid funds misuse and the ensuing bad publicity and limiting information sharing in order to maintain confidentiality. Sharing information against clients' wishes may cause clients to lose trust and speak negatively about LebSOS. This could make prospective assistance seekers unwilling to contact them. It would be helpful to devise rules permitting social workers across Lebanon to share appropriate information such as the benefits their clients are receiving. Even in the absence of a database, social workers could call or email their counterparts to request the information.

8.6 Summary and Conclusion

This chapter discussed stickiness in the family strengthening process. Some stickiness sources arose from the LebSOS context: the reduction in training opportunities, social norms in some locations, operating in dangerous environments and inadequate information storage practices. There was also a source that arises from confidentiality: the need for social workers to maintain client confidentiality.

Overall, the use of inadequate information storage practices and the need to maintain clients' confidentiality made social workers inside and outside LebSOS unable to share and use information about families who were receiving support. This made it difficult to maintain service continuity and to evaluate and report on the effectiveness of the Family Strengthening Program in Lebanon as a whole.

9. Research Findings and Discussion

9.1 Introduction

This chapter will discuss the findings drawn from the four process domains of LebSOS. It starts with a brief discussion about KM in NFPs, then summarises stickiness sources in LebSOS, and discusses the categorisation of those sources and their influence on LebSOS's processes. It discusses next how stickiness in LebSOS relates to the literature and proposes solutions for problems it causes. Then, it discusses linkages between the main sources and specific causes of stickiness. Finally, it links stickiness causes to three internal organisational factors and two external context factors, and discusses how these factors relate to the NFP literature.

9.2 KM in NFPs

NFPs rely extensively on the knowledge of employees and volunteers to deliver their missions (Murray and Carter, 2005; Renshaw and Krishnaswamy, 2009). However, they are typically not good at KM, which often leaves knowledge fragmented and makes using it to improve efficiency difficult (Kipley, Lewis and Helm, 2008; Lettieri, Borga and Savoldelli, 2004). Assessments of KM in small, medium and large NFPs suggest that larger organisations might lack the maturity and capability needed to manage knowledge well (Hume, Clarke and Hume, 2012; Hume and Hume, 2016). Hume, Clarke and Hume (2012) showed a "lack of maturity" in two of the three large NFPs they explored including a subsidiary of a leading NFP that operated in 180 countries. This subsidiary had better technological capability compared to small and medium NFPs, yet had no strategy for sharing knowledge, offered no training to help people create it, and did not invest in tools that people might use to share it. Consequently, employees' knowledge remained stored in local computer and paper files preventing its sharing with nationally dispersed colleagues.

Scholars such as Hume, Pope and Hume (2012) and Hume (2013) link NFPs' informal and limited adoption of KM to scarcity of resources and funding. This scarcity prevents effective KM in both large (Hume, Clarke and Hume, 2012) and small NFPs (Hume and Hume, 2016). In addition, the need to demonstrate accountability to stakeholders and a focus on delivering the NFP's primary purpose can hinder investment in expertise and resources needed to implement KM (Hume, 2013). Furthermore, employees often want to use resources to support people in need rather than to document and share knowledge (Hume and Hume,

2015). Providing limited funding for KM reflects a focus on short-term objectives and little recognition of the importance of gaining and sharing knowledge (Appleyard, 1996; Hume and Hume, 2015; Sheng et al. 2013; Sun and Scott, 2005).

9.3 Stickiness Categories, Sources and the Impact on Fulfilling Goals

This study attempted to answer three main research questions. The first question aimed at understanding the extent of stickiness's impact on LebSOS's ability to fulfil its goals. The second question aimed at understanding whether there are common factors that contributed to stickiness. Table 9.1 summarises the sources of stickiness in the processes of P1 raising children, P2 fundraising, P3 accounting, and P4 family strengthening.

Stickiness Main Categories		Stickiness Main Sources	P1	P2	P3	P4
Context Characteristics	Lebanese Context Barriers	Operating in Dangerous Environments				✓
		Social Norms in Some Locations				✓
	Organisational Context Barriers	Arduous Relationships Between Employees	✓			
		Fundraising Department's Inadequate Information Sharing with Villages		✓		
		Inadequate Information Storage Practices				✓
		Limited Meetings Between Dispersed Employees	✓			
		Limited Training	✓			✓
		Shortage of Employees		✓	✓	
Confidentiality Requirements		Need for Social Workers to Maintain Clients' Confidentiality				✓
Knowledge Holders' Characteristics		Perceiving Knowledge Holders to be Untrustworthy		✓		
Knowledge Recipients' Characteristics		Recipients' Lack of Motivation to Receive or Use Knowledge	✓	✓		
		Relationship Between Users and Communication Media			✓	
Media Barriers		Difficulties Sharing Information Using Available Media		✓		
		Unavailability of Necessary Communication Media		✓		
P1: Raising Children Process **P2: Fundraising Process** **P3: Accounting Process** **P4: Family Strengthening Process**						

Table 9-1 Knowledge Flow Inhibitors

The table shows two prominent stickiness categories, context and media. It also shows an interesting new stickiness category: the need to preserve confidentiality of clients' details. These categories are discussed next:

Context Stickiness

The first category of stickiness is context which Bloice and Burnett (2016) suggest may be organisationally and country dependent. The present study supports this finding and splits "context barriers" into two sub-categories: organisational context and country context barriers. Considering the stickiness sources relating to each category makes the causes of stickiness clearer and this, in turn, suggests how knowledge flow can be managed.

The Lebanese Context

The Lebanese context was found to only affect knowledge flow in the family strengthening process where social workers operated in dangerous locations and had to deal with social norms that prevented them from sharing knowledge with clients. These contextual inhibitors did not appear in the other processes because those employees worked in safe LebSOS facilities. For example, people who worked in the accounting process interacted freely with head office colleagues and had no exposure to danger.

The Organisational Context

The organisational context affected knowledge flow in all processes, but especially in the raising children and family strengthening processes. However, primary barriers in this category such as the shortage of employees directly or indirectly affected all processes. For example, the shortage of fundraising employees directly affected the available funding, reducing LebSOS's ability to train employees.

Communication Media Stickiness

The second prominent stickiness category is media, the means through which the flow of data, information and knowledge occurs (Albino, Garavelli and Schiuma, 1999; Duan, Nie and Coakes, 2010). Media barriers were more evident in the accounting process where technology, if it had been available or useable, could have facilitated knowledge flow and helped employees complete their work efficiently. However in other processes such as raising children and family strengthening, personal interactions are more important to KM

than technology. Recent findings by Schuller (2017) about the challenges to transferring knowledge between an organisation and its multinational subsidiaries also suggest that lack of media is a stickiness source. Furthermore, Boland and Tenkasi (1995) mentioned the lack of electronic communication systems in knowledge intensive organisations as a barrier to identifying and using knowledge.

The country context and media stickiness categories in NFPs contrast with FP research where the most important barriers to KT are associated with knowledge characteristics (i.e. causal ambiguity), knowledge recipients' characteristics (i.e. absorptive capacity) and organisational context characteristics (i.e. arduous relationships) (Szulanski, 2006). The difference reflects the limited resourcing many NFPs experience, the fact that they operate in developing countries where communication infrastructure is often undeveloped, and their poor management practices (Hume and Hume, 2008; 2015).

Confidentiality Requirements Stickiness

The need to maintain confidentiality was previously unidentified in the literature as a stickiness category. It appeared only in the family strengthening process where social workers had to abide by professional norms and clients' requests. Confidentiality requirements also affected knowledge flow in Scottish Autism, yet Bloice and Burnett (2016) categorised it initially as "other" before re-categorising it as "potential organisational barriers". Confidentiality requirements sometimes arise from an organisation's desire to withhold knowledge from certain employees. In that situation, Bloice and Burnett's categorisation would be appropriate. However, confidentiality is often required to respect codes of conduct set by parties outside organisations, which justifies it being a category in its own right. For example, doctors in Australia follow a code of conduct which stipulates that "patients have a right to expect that doctors and their staff will hold information about them in confidence" (Medical Board of Australia, 2014, p. 8).

9.4 Stickiness Sources, the Literature and Proposed Solutions

The third research question aimed at understanding the actions that may be taken to eliminate stickiness in key NFP processes. A summary of potential solutions and whether they apply only to LebSOS, to particular NFPs, to all NFPs, or to both FPs and NFPs is listed in Appendix 2.

Mitigating Stickiness Arising from Dangerous Environments

The Lebanese context sometimes prevented LebSOS reaching families and children who required assistance. For example, social workers often operated in dangerous environments and were subjected to threats. Social workers share similar experiences in many locations (Burry, 2002; FACS, 2018; McMahon, 1998; Rey, 1996; Tully, Kroff and Price, 1993; Wild, 2011). In Australia, social workers have been subjected to threats and abuse from parents who were under the influence of drugs and alcohol (FACS, 2018), and there have been cases where children were not reached quickly enough and died (Wild, 2011). According to Briggs, Broadhurst and Hawkins (2004), around 52% of child protection professionals experience similar threats and violence from children's parents, the same group who threatened social workers in LebSOS. In the UK, parents followed social workers on the streets and used their cars in an attempt to run them over (Littlechild, 2003), which is similar to what LebSOS social workers went through. Social workers in the US have experienced similar threats with reports of loss of life in some areas (e.g. Baltimore, Kansas) (Sancken, 2015). Recent figures show that one in every 100,000 social workers dies on the job each year (US Department of Labor 2017), making the position the twentieth most dangerous in the US (CBS News, 2017). The threats that social workers experience are not exclusive to Australia, UK and the US, and indeed the potential to encounter these threats is greater in Lebanon where many families are poor and unable to care for their children, thus are being asked to hand over care of their children.

In Lebanon, it is difficult to provide social services to families in locations frequented by criminals or where there is armed conflict. Interviews with NFP practitioners in Afghanistan, Southern Somalia, South Sudan and Syria have shown that reaching and supporting clients is difficult when NFPs operate in insecure environments such as war zones (Stoddard et al. 2017). Previous research has not discussed this issue as a stickiness source. However, the literature shows that danger can make child protection and social services personnel unable to assist clients including in contexts beyond Lebanon. LebSOS and other NFPs can mitigate the potential for this risk. For example, LebSOS employees sought court orders to remove children from their parents' care and travelled to parents' houses alongside law enforcement authorities to implement them. NFPs seeking such orders should consider the cost and time such orders require.

NFPs such as LebSOS could also mitigate employees' exposure to risks by familiarising locals with the services they offer and so making them more comfortable to engage with NFP employees. For example, NFPs could run advertisements so that prospective clients know about their work and recognise their emblem. It is important to consider when developing those emblems the costs involved, the need to make them culturally and religiously appropriate, and the time it takes for them to become recognised. During this time, employees should receive additional protection.

LebSOS social workers tried mitigating on-the-job dangers by asking existing clients to tell their friends about the help the institution offers. They could also use "soft entry points", that is, informally introduce LebSOS and its services to clients by visiting playgrounds, schools, child care centres and healthcare clinics in their communities (Cortis, Katz and Patulny, 2009). NFPs should consider when organising such visits how to overcome issues associated with distrust and religious fundamentalism (Hasnain and Jasimuddin, 2012). Social workers could also use ID cards and clothing that display a NFP's emblem. Female social workers could also conduct home visits when they are certain the male partner will not be present. For extra protection, they could make visits alongside male colleagues, park cars in locations where access to them cannot be blocked, and sit close to exit doors when visiting clients' premises.

Mitigating Stickiness Arising from Social Norms

Social norms in some locations are another source of stickiness which has not been dealt with in the literature. Because of social norms, LebSOS could not provide education for women who lived in conservative areas. This problem also occurs in other contexts such as Sudan where many girls are unable to study because their parents consider educating girls to be irreligious and wrong (Faisal, 2003). The same situation exists in Saudi Arabia where women have only recently been allowed to study without first getting a man's permission (Sharman, 2017). In India, poor economic conditions in some areas force girls to work rather than seek education (Argintar 2013). Furthermore, some parents are reluctant to allow daughters to study alongside males. In an assessment of women's education in fee-charging colleges in Bengaluru, India, Sahu, Jeffery and Nakkeeran (2017) also found that social norms discouraged women's education. Women's relatives and people in their communities objected to parents allowing their daughters to study

because they feared educating girls and women would change their behaviour and negatively impact on their communities.

LebSOS social workers had visited parents who objected to teaching girls to try to understand the source of their objection. Like Sahu, Jeffery and Nakkeeran (2017), LebSOS employees found that parents were concerned that people in society would talk badly about girls who leave home to study. Female LebSOS social workers tried to convince parents that those beliefs were unfounded and discussed the financial benefit that teaching girls would deliver to the family. At times, these efforts helped girls to gain permission to pursue further education. NFPs could attempt to influence these norms, for example, by asking national leaders to speak against gender inequality (Department for International Development, 2005; Plan International, 2017). Similar actions have proven effective in Yemen. Prominent Yeminis have voiced their commitment to women's education leading the government to create a girls' unit in the Ministry of Education. Another action that has proven successful is offering literacy classes to adult women in Nepal, Uganda, Ghana and Bangladesh (Department for International Development, 2005). Women who participated were more likely to enrol their daughters in schools.

Mitigating Stickiness Arising from Arduous Relationships

Arduous relationships made LebSOS mothers unable to learn from colleagues and children unable to receive the guidance they needed. Previous NFP stickiness research has found that arduous relationships can be a stickiness source. For example, arduous relationships have been found to reduce KT between European and Asian higher education institutions (Duan et al. 2010). The present study shows that arduous relationships may exist in NFPs, inhibiting knowledge flow to employees and clients.

Arduous relationships between LebSOS village employees could be overcome by providing them with more meeting opportunities. Formal meetings could take place in village managers' offices during which employees could be reminded to focus their efforts on delivering LebSOS's mission, while informal meetings could be held in mothers' homes where they can drink coffee and discuss various topics. Managers could support those gatherings by participating in them themselves. Managers could also schedule trips outside villages for employees to have fun, socialise and share knowledge. Managers

could also improve their relationships with mothers by visiting them daily to help them solve issues with raising children. These visits are also needed to check on children and allow managers to play their guardianship role. These actions would demonstrate managers' caring attitudes and contribute to developing closer relationships. By taking these actions, **Village Manager #3** made employees feel they belonged to one family. NFPs wishing to overcome arduous relationships must consider employing managers who recognise the value of increased communication and are willing to take the time to engage in it.

Village Manager #3's approach aligns with the one which Majchrzak, More and Faraj (2012) used to facilitate knowledge flow between cross functional teams. These authors found that people should start with limited interactions where parties share their observations without critiquing or discussing them. This avoids confrontation and helps people feel psychologically safe. As they become closer, they could increase interactions and even debate each other's views to benefit from each other's knowledge and achieve shared goals.

Mitigating Stickiness Arising from Inadequate Information Sharing Practices

Inadequate information sharing practices contributed to the institution's poor communication with donors. Fundraising employees in LebSOS could address this stickiness source by encouraging village and youth centre employees to communicate with donors and sharing donors' contact details with them. Village managers could also encourage this communication and make it part of employees' key performance indicators.

Previous stickiness research (e.g. Duan, Nie and Coakes, 2010; Hasnain, Jasimuddin and Fuller-Love, 2016; Szulanski, 1996) has not discussed inadequate information sharing practices as a stickiness source, but the problem clearly exists. For example, New York police and fire departments failed to communicate with each other during the September 11 terrorist attack because they had incompatible radio systems. Limited networking between key employees across organisations prior to disasters also contributed to their lack of communication (Kettl, 2004). The lack of integrated communication systems and poor communication between employees hampered emergency personnel's ability to make decisions during the disaster event. To avoid similar IS issues during emergencies, local and state governments in the US have made it a priority for disaster response

organisations to improve their communication and IS. This has led Kansas City to introduce an internet-based system that connects disaster response parties such as NFPs, fire departments, and hospitals (Kapucu, 2006). Sanders and Henderson (2013) discuss IS problems caused by unintegrated communication technologies between Canadian police departments. The availability of such technologies might facilitate successful IS between colleagues if they are designed to provide information that recipients consider valuable and organisational cultures are adjusted to promote and facilitate inter-agency IS.

Mitigating Stickiness Arising from Inadequate Information Storage

The inadequate storage of information meant social workers had little details about cases which their colleagues were managing which hampered service continuity. Previous NFP stickiness research has not specifically discussed inadequate information storage as a stickiness source. However, Gilmour and Stancliffe (2004) found that inadequate storage inhibited knowledge flow in a UK NFP, Voluntary Services Overseas, that provides social services in many countries. VSO's employees stored their knowledge locally because their systems did not support cross-country KS, resulting in dispersed employees re-inventing solutions rather than learning from existing knowledge.

LebSOS and other NFPs could minimise the impact of this stickiness source by providing employees with tools for storing information and encouraging them to share what they know. For example, LebSOS's family strengthening employees were given access to SCVI's family strengthening database and asked to systematically store information about clients. However, simply introducing the system was not enough for employees to store information regularly, and data entry was hampered by Lebanon's poor internet connectivity. Workarounds for the issue could be developed but may not be ideal. For example, social workers could fill out clients' details on alternative media (e.g. computer typed forms, CD's, memory sticks) before sharing them with social workers in locations where the database works. Although it duplicates work, this technique might be necessary in environments such as Lebanon. Other social workers had access to the database, but did not recognise the importance of storing information. LebSOS's management could encourage systemic information storage by explaining to workers why it is important. Furthermore, it is important to consider whether storing clients' details may make clients

see LebSOS employees as untrustworthy and therefore reduce their willingness to seek help.

Mitigating Stickiness Arising from Limited Meetings

Limited meetings inhibited the sharing of knowledge among dispersed employees who worked in the raising children process. They also made adolescents who lived in youth centres unable to share problems and experiences with each other. Previous research (e.g. Bloice and Burnett, 2016; Riege, 2005) shows that providing employees with limited meeting opportunities inhibits knowledge flow. Scottish Autism employees who did similar work were unable to learn about their colleagues' challenges – challenges they would also probably experience – because they were geographically dispersed and met infrequently (Bloice and Burnett, 2016). NFPs such as LebSOS could reduce this stickiness source by encouraging dispersed employees to beat traffic congestion by visiting colleagues during non-peak times. Other causes are more difficult to address, such as the institution's growth which made transport and finding meeting spaces difficult. Nevertheless, dispersed employees could organise smaller team gatherings. For example, leaders from youth houses 1 to 5 could travel to youth house 6 alongside the adolescents they care for. However, they should travel through side roads to avoid dangers associated with political instability. NFPs might sometimes have limited meetings due to lack of time. To address this, Riege (2007) recommends that employees set aside time each week to communicate and share knowledge and that managers stress the importance of employees meeting regularly.

Mitigating Stickiness Arising from Limited Training

Despite the importance of up to date field knowledge, limited training opportunities through scarce funding inhibited knowledge flow to employees involved in serving children and families. Adolescents were also receiving less training, e.g. on avoiding drug abuse. The finding that limited training opportunities inhibit knowledge flow aligns with previous research, e.g. research about NFPs in Bangladesh (Ahmad, 2002; Hasnain and Jasimuddin, 2012; Hasnain, Jasimuddin and Fuller-Love, 2016) and Scotland (Bloice and Burnett, 2016).

LebSOS and other NFPs could reduce the need for training by always employing qualified personnel and resisting pressure to employ candidates who only have "wasta" – connections. They could also reduce training costs by encouraging knowledgeable employees to develop and deliver training sessions to colleagues and clients. For example, some LebSOS village managers prepared monthly sessions where employees both socialised and discussed children's education. Educational topics were also discussed during employees' regular and informal coffee gatherings. Such KT interactions depend on overcoming arduous relationships between employees. LebSOS and other NFPs could also reduce costs by identifying external training sessions that are comparatively inexpensive or even free, and encourage employees to attend them. Managers could gather information about such sessions from other NFPs, government agencies and universities. For example, the FSP manager in head office had links with people in similar institutions and often received notifications about sessions which LebSOS's employees could attend. Other employees could also look for training opportunities through Facebook and industry newsletters.

Mitigating Stickiness Arising from Shortage of Employees

The shortage of fundraising employees made those already working in the department unable to acquire, transfer, and use information about LebSOS activities via newsletters that engage employees and donors. Shortages have also been reported in SOS in Zambia and China which lacked sufficient family strengthening and raising children employees (Hairong, 2012; Norwegian Agency for Development Cooperation, 2008). Employee shortages also resulted in work accumulation in the accounting process. Other fundraising employee shortages have been observed in Australian and New Zealand NFPs (e.g. NGO Recruitment, 2018; Stewart, 2016) which inhibited communicating with donors (Soakell-Ho and Myers, 2011). Hume and Hume (2016) and Soakell-Ho and Myers (2011) also commented about the shortage of employees in NFPs but did not classify this as a stickiness source.

LebSOS could address the shortage of fundraising employees by finalising the new fundraising strategy and sourcing funds to recruit qualified employees, and the shortage of accountants by offering prospective employees higher wages. However SCVI's funding problems might hinder this solution. Having more employees could provide time for sharing

knowledge, though it might still be inhibited when knowledge holders are unmotivated to share what they know. In a NFP context, overcoming this challenge requires offering employees more intrinsic than extrinsic rewards like work/life balance, information about clients' achievements and a fun working environment (Tippet, 2009). Activities that contribute to creating a fun working environment include organising social gatherings and parties, using humour in emails and newsletters, organising friendly competitions between employees, providing stress relief facilities such as gyms and celebrating personal milestones such as birthdays (Ford, McLaughlin and Newstrom, 2003).

Mitigating Stickiness Arising from Confidentiality

The need for confidentiality made social workers unwilling to share some parts of their knowledge. Scholars who have researched stickiness in NFPs have not discussed confidentiality as a stickiness source (e.g. Duan et al. 2010; Hasnain, Jasimuddin and Fuller-Love, 2016; Soakell-Ho and Myers, 2011). An exception is Bloice and Burnett (2016) who made a similar finding about confidentiality requirements being a source of stickiness.

Every NFP dealing with families and children is likely to have to balance knowledge sharing and confidentiality concerns. The balance is important to avoid funds misuse which might occur in environments where clients could unfairly receive support from multiple NFPs. To prevent it, LebSOS and other Lebanese NFPs could consider the level of confidentiality required when sharing information about clients. This might allow social workers to share information about the financial assistance each family is receiving while protecting sensitive information. Sharing would be manual and cumbersome without using computer technology, hence LebSOS and other Lebanese institutions could collaborate to develop a centralised database that social workers across Lebanon could use to store details about the support their clients are receiving. Aspects to consider when developing this database include whether good internet connectivity is available across locations and would permit employees to use it. Furthermore, it is important to understand how people feel about data protection and privacy laws (Schmidt, 2018) and treat the task of storing clients' information with care. This may require explaining to clients why information needs to be shared with other agencies, who will have access to their information, and how this sharing could result in stopping support to ineligible clients, thus increasing the available funds that could be spread to those eligible.

Perceiving Knowledge Holders to be Untrustworthy

LebSOS employees attempted to engage with people in location 1 but were sometimes unsuccessful; many perceived LebSOS to be an American institution and its employees to be untrustworthy. Hasnain and Jasimuddin (2012) and Hasnain, Jasimuddin and Fuller-Love (2016) commented on stickiness which occurred in Bangladesh where clients also perceived NFP employees to be untrustworthy; they were overlooking clients' needs and focusing instead on maximising profit. The lack of trust affects the longevity of relationships thus must not be ignored. It inhibited transnational KT between European and Asian NFPs (e.g. because the Chinese would not share their knowledge with people beyond their trusted circle group) (Duan, Nie and Coakes, 2010). It also inhibited KT in the social service (e.g. Bloice and Burnett, 2016) and healthcare contexts (e.g. Lorence, 2003; Lorence and Churchill, 2005; Nicolini et al. 2008). No reasons were mentioned for this lack of trust; but they nevertheless inhibited the transfer and use of patients' information which social workers had systematically stored because their colleagues did not trust the information was credible and accurate. To change people's perceptions about LebSOS, fundraising employees could source enough funds and use them to subject locals to advertisements that enable recognising LebSOS's emblem. LebSOS could also consider locating facilities close to towns where people would become more familiar with its work. This would again require allocating the funds needed to establish such facilities. Alternatively, LebSOS could try to change people's perceptions by asking existing donors and clients to tell their friends about the institution's work. This communication would gradually increase the number of people who trust and engage with LebSOS employees.

Mitigating Stickiness Arising from Recipients' Lack of Motivation

Recipients' lack of motivation affected knowledge flow in the raising children and fundraising processes. The finding that knowledge recipients' lack of motivation is a stickiness source aligns with previous research (see section 2.5.3.4). Reasons for it include not understanding the value of new knowledge (Bloice and Burnett, 2016; Duan, Nie and Coakes, 2010). In LebSOS, mothers' lack of motivation due to perceiving advice as criticism could be overcome by LebSOS managers training employees to share their knowledge respectfully. Reaching consensus could be facilitated by training employees to focus on task rather than relationship conflict. In addition, managers might need to intervene to address relationship conflict so as to protect the institution's ability to reach its

goals. The literature proposes other approaches to increase recipients' motivation. For example, leaders could communicate the importance of sharing knowledge and reward employees who gain and use new knowledge (Bloice and Burnett, 2016) including via intrinsic rewards that work best for NFP employees (Tippet, 2009). This includes having their work recognised.

To overcome donors' lack of motivation, the institution could recruit more fundraising employees and give them adequate communication tools (Balser and McClusky, 2005; Ospina, Diaz and O'Sullivan, 2002). It should also devise strategies to deal with environmental conditions such as the poor economic condition which could make donors unmotivated to provide support.

Mitigating Stickiness Arising from Relationship Between Users and Communication Media

The relationship between users and communication media was a source of stickiness. For example, many employees were unable to use SCVI's integrated accounting system. Previous research has not discussed this issue as a stickiness source. However, similar stickiness was found in Scottish Autism where employees felt unskilled in using the intranet system to acquire knowledge (Bloice and Burnett, 2019). In FP research, Riege (2005, p. 29) called the problem "reluctance to use IT systems due to lack of familiarity and experience with them". To overcome this source, LebSOS management could offer a higher wage to facilitate recruiting an extra accountant, thus enabling head office accountants to train colleagues on the integrated accounting system. Management should also buy additional software licenses so that trained personnel can use the integrated system. These actions would require strategies to source donations, including during financially trying times.

Mitigating Stickiness Arising from Difficulties in Using Media

Lebanon's poor infrastructure made it difficult for fundraising employees to use media for sharing information with donors and prevented LebSOS social workers from entering clients' details on the social work database. Problems with knowledge sharing as a result of internet reliability have been found in other countries, e.g. Uganda and Zimbabwe (Gilmour and Stancliffe, 2004) and SOS Norway in Zambia (International Business Publications, 2015; Mwila, 2016). In such situations, employees could try to reduce

stickiness by using alternative KS means, such as the work-arounds suggested when discussing solutions for "inadequate information storage". For example, LebSOS secretaries could store information about sponsored children on CDs and memory sticks, before sending them to accountants with employees who are travelling to head office. This solution would work when employees have planned trips to head office and are located nearby. However, employees should be mindful of practical problems with this, such as road closures during winter.

<u>Mitigating Stickiness Arising from Unavailability of Necessary Communication Media</u>

LebSOS fundraising employees experienced stickiness between themselves and donors because they lacked communication media. For example, **Sponsorship Employee #1** had no email access to engage with local donors. Having no communication media has prevented knowledge sharing in other institutions, e.g. Scottish Autism (Bloice and Burnett, 2016) and Voluntary Services Overseas (Gilmour and Stancliffe, 2004) where employees had no access to the technology needed for sharing knowledge.

LebSOS management might address this by granting email access to employees who need it instead of limiting access to management level employees and their secretaries. This would reduce stickiness rather than prevent it completely because of Lebanon's poor communication infrastructure. So other communication means should be created, for example regular newsletters for people who have donated or registered for information via the LebSOS website, and better communication via Facebook. LebSOS should also start using other social media platforms such as Twitter, Instagram and WhatsApp.

9.4.1 Links Between Stickiness Sources and Causes

This study highlighted some stickiness main sources that act as specific causes for other sources of stickiness. 'Main sources' refers to *broad knowledge flow inhibitors* such as arduous relationships mentioned by stickiness researchers. 'Causes' refers to *specific local factors* that create each stickiness source in LebSOS.

One of the key resources that organisations need is money. "Shortage of employees", a stickiness source in the fundraising department, was a key reason for the limited communication between fundraising employees and donors, and thus for LebSOS's limited

funding. "Shortage of employees" also partly contributed to the stickiness main source "perceiving knowledge holders to be untrustworthy" that is, perceptions that LebSOS was an American institution. Having more fundraising employees might have improved communication with prospective community-based donors and corrected their misconceptions. Finally, the "shortage of employees" contributed to the stickiness main source "limited training". The limited training available to employees in the raising children and family strengthening processes was due to LebSOS's difficult financial position. These linkages suggest that increasing the number of employees would improve communication with donors, increase the flow of money, and significantly reduce stickiness in other LebSOS processes. For example, having more fundraising employees could increase communication with people in location 1 and change their negative perceptions of LebSOS, leading to an increase in donations which might be used to help more clients and fund employee training.

Limited funding contributed to having a "shortage of employees": LebSOS's low salaries deterred potential employees such as the prospective accountant. The shortage of head office accountants meant insufficient time to train colleagues on the integrated accounting system. Limited funding also contributed to having a limited number of licenses for the integrated accounting system. The shortage of employees and the limited number of licenses contributed to the stickiness main cause, "relationship between users and communication media", whereby many employees were unable to use SCVI's integrated accounting system.

Financial scarcity meant LebSOS could not offer a prospective accountant a good wage and could not buy sufficient software licenses. Financial scarcity was due to having a shortage of fundraising employees. Thus the stickiness source "shortage of employees" also contributed to the source "relationship between users and communication media", which suggests that addressing this shortage could help overcome stickiness in other processes such as accounting.

Finally, Lebanon's unreliable internet connectivity was a specific cause for the stickiness main source "difficulties sharing information using available media". It also contributed to the stickiness source "inadequate information storage practices" by making some social

workers unable to store client information on the social work database. Although LebSOS employees cannot overcome this connectivity issue, they could select alternative practices for storing and sharing information which might work in their context, such as those discussed in section 9.3.4.

The above links pinpoint the stickiness barriers that LebSOS should target first. For example, shortage of fundraising employees, when overcome, could significantly improve knowledge flow across processes. Similar links may be present in other NFPs.

Previous stickiness research typically does not discuss links between stickiness sources and causes. Exceptions include Bloice and Burnett (2016) who mentioned that knowledge flow barriers are linked. However, rather than highlight how the barriers identified in their study were linked, they showed how their barriers were linked to those presented in Riege (2005). In contrast, FP stickiness research by Schuller (2017) highlighted many links between the barriers found in the data she collected.

9.5 Summary of Stickiness Factors in LebSOS and Links to the NFP Literature

Stickiness in LebSOS relates to five main factors, three of which LebSOS can directly address: limited resources (Helmig, Jegers, and Lapsley, 2004; Hume, Clarke and Hume, 2012; Hume and Hume, 2016), employees' limited meeting opportunities (e.g. Hume, Pope and Hume, 2012), and inadequate information handling practices (e.g. Hume, Clarke and Hume, 2012; Hume and Hume, 2016). These are likely to be present in NFPs that operate in similar environments and conditions to LebSOS, e.g. political instability, arduous relationships. They are likely to limit employees meetings thus inhibit knowledge flow to stakeholders in a similar way, e.g. the limited meetings would prevent the tacit transfer of knowledge between senders and receivers (Haldin-Herrgard, 2000; Nonaka and Toyama, 2003; Snowden, 2002; Venkitachalam and Busch, 2012; Zack, 1999).

There are two external factors which are difficult to address: poor infrastructure (Hume, Clarke and Hume, 2012; Hume and Hume 2008), and country context barriers (Hasnain, Jasimuddin and Fuller-Love, 2016; Hasnain and Jasimuddin, 2012). Poor infrastructure such as a poor internet connection could inhibit knowledge flow, especially in large international NFPs that have geographically dispersed operations (e.g. Hume, Clarke and

Hume, 2012; Hume and Hume 2008). Country context barriers arise when NFP employees operate in dangerous and/or religiously conservative environments, e.g. Bangladesh (Hasnain, Jasimuddin and Fuller-Love, 2016) and Pakistan (McCarthy, 2011).

9.6 Conclusion

This chapter discussed the stickiness inhibitors found in the four LebSOS processes, highlighting how they relate to the literature and proposing solutions for addressing them. It also pointed out links between main sources and specific causes of stickiness, and discussed how overcoming these links could reduce stickiness.

10. Research Contributions, Limitations and Recommendations

10.1 Introduction

This chapter will discuss how the study contributes to theory and practice, highlight its limitations, and recommend further work. A short conclusion rounds off the chapter.

10.2 Contribution to Theory

The research adds to the limited NFP stickiness research and contributes to theory in several ways.

Firstly, it adds to the categories of stickiness found in the literature. It draws attention to the dual nature of 'context stickiness barriers' (e.g. Szulanski, 1995, 1996; Duan, Nie and Coakes, 2010): namely organisational context barriers and country context barriers. This division supports the research of Bloice and Burnett (2016) who suggested that knowledge flow barriers may be organisationally and contextually dependent. It also adds the stickiness category of "confidentiality requirements", which inhibit sharing certain information. Further, the study adds the category of media stickiness to Szulanski's categories. Szulanski's focus on FP organisations, which often have more financial resources and a greater innovation focus compared to NFPs (Corder, 2011; Nous Group, 2015), may have prevented this category from becoming obvious in his 1995 and 1996 studies. Media stickiness has also not attracted attention in NFP research (e.g. Duan, Nie and Coakes, 2010), perhaps because NFP scholars have focused on NFP's primary service activities, rather than the equally necessary background activities of accounting and fundraising. However, the presence of media barriers in this study suggests the need for the category to be considered in future research, especially when investigating NFPs. Media stickiness is more likely in processes where technology is needed to complete the work efficiently, and less likely in processes where employees' focus is on serving people in need through face-to-face interactions.

Secondly, the research adds to the understanding of stickiness in NFPs by revealing some sources of stickiness which have not been found or were not prominent in earlier research. In Table 10-1, sources of stickiness not previously found in NFP research are highlighted

in green. They include some that relate to the Lebanese context (i.e. operating in dangerous environments, social norms in some locations), and organisational context categories (i.e. shortage of employees, inadequate information sharing practices). These sources might also be found in other NFPs where employees operate in dangerous environments (Burry, 2002; FACS, 2018; Stoddard et al. 2017; Wild, 2011) and have a shortage of resources (e.g. Hume, Clarke and Hume, 2012; Hume and Hume, 2016). The sources seldom found in earlier work are highlighted in yellow. They include confidentiality, which is likely to be a stickiness source in any NFP where employees need to respect clients' requests or abide by regulatory requirements, not to share information.

Knowledge Barriers	Context Barriers	Actors Barriers
• Causal ambiguity (Hasnain and Jasimuddin, 2012; Hasnain, Jasimuddin and Fuller-Love, 2016) • Unclear KT objective and focus (Duan, Nie and Coakes, 2010) **Confidentiality Barriers** • Need for confidentiality Requirements (Bloice and Burnett, 2016) **Media Barriers** • Difficulties in using communication media (Bloice and Burnett, 2016; Soakell-Ho and Myers, 2011) • Employees lack of access to communication media (Bloice and Burnett, 2016; Gilmour and Stancliffe, 2004) • Lack of a system to store knowledge (Bloice and Burnett, 2016) • Inadequate KT channel (Duan, Nie and Coakes, 2010) • Lack of a shared language (Duan, Nie and Coakes, 2010; Hasnain and Jasimuddin, 2012; Hasnain, Jasimuddin and Fuller-Love, 2016)	**Country Context Barriers** • Duplication or overlap in NFP activities (Hasnain and Jasimuddin, 2012; Hasnain, Jasimuddin and Fuller-Love, 2016) • Geographical distance between KT partners (Bloice and Burnett, 2016) • Operating in dangerous environments • Social norms in some locations • Pressure from political leaders and local elites (Hasnain and Jasimuddin, 2012; Hasnain, Jasimuddin and Fuller-Love, 2016) • Religious fundamentalism preventing NFP employees teaching about family planning (Hasnain and Jasimuddin, 2012; Hasnain, Jasimuddin and Fuller-Love, 2016) • Unreliable internet and electricity (Gilmour and Stancliffe, 2004) **Organisational Context Barriers** • Arduous relationships (Duan, Nie and Coakes, 2010) • Inadequate information sharing practices • Lack of communication and meeting opportunities between dispersed KT partners (Bloice and Burnett, 2016) • Lack of training in NFPs (Bloice and Burnett, 2016; Hasnain, Jasimuddin and Fuller-Love, 2016) • Lack of time due to increasing workload, the need to train new employees due to high turnover, and a focus on providing daily support to clients (Bloice and Burnett, 2016) • Limited funding (Soakell-Ho and Myers, 2011) • Localised/inadequate storage of information (Gilmour and Stancliffe, 2004) • Organisational culture (Soakell-Ho and Myers, 2011) • Restrictions on who can share and develop good practices (Bloice and Burnett, 2016) • Shortage of employees • Shortage of space and avenues to share, reflect on and generate new knowledge (Bloice and Burnett, 2016) • Siloed organisational structure (Andreasen, Goodstein and Wilson, 2005; Soakell-Ho and Myers, 2011)	**Knowledge Holder Barriers** • Choosing a KT partner who is uncooperative (Duan, Nie and Coakes, 2010) • Knowledge holder perceived as untrustworthy/unreliable (Bloice and Burnett, 2016; Duan, Nie and Coakes, 2010; Hasnain and Jasimuddin, 2012; Hasnain, Jasimuddin and Fuller-Love, 2016) • Lack of motivation (Bloice and Burnett, 2016; Duan, Nie and Coakes, 2010) • Poor cultural awareness (Duan, Nie and Coakes, 2010) **Knowledge Recipient Barriers** • Discrepancy in senders' and receivers' level of knowledge (Bloice and Burnett, 2016; Duan, Nie and Coakes, 2010) • Lack of absorptive capacity due to clients' low education and literacy (Hasnain and Jasimuddin, 2012; Hasnain, Jasimuddin and Fuller-Love, 2016) • Lack of motivation (Bloice and Burnett, 2016; Duan, Nie and Coakes, 2010) • Recipients attempting to show they are smarter and more knowledgeable than NFP employees (Hasnain and Jasimuddin, 2012; Hasnain, Jasimuddin and Fuller-Love, 2016) • Relationship between users and communication media (Bloice and Burnett, 2016) • Recipients not open to change (Duan, Nie and Coakes, 2010) • Recipients questioning whether the newly taught methods are superior to old methods (Hasnain and Jasimuddin, 2012; Hasnain, Jasimuddin and Fuller-Love, 2016)

Yellow Highlight = Source Also Found In LebSOS   Green Highlight = Source Found In LebSOS But Not In Prior NFP Research

Table 10-1 Comparing Key KT Inhibitors in LebSOS with Inhibitors from Previous NFP Research

Thirdly, no previous research has used stickiness theory to explore the difficulties in knowledge flow in NFPs' fundraising and accounting processes. NFPs in other countries might experience similar inhibitors to those found in LebSOS, such as difficulties in using media. However, some inhibitors are likely to be less important in countries where the communication infrastructure is reliable. This again indicates that stickiness sources are contextually dependent.

Fourthly, the study highlights both the main sources and specific causes of stickiness, contrasting with previous NFP research which often does not highlight specific causes (e.g. Duan, Nie and Coakes, 2010; Hasnain, Jasimuddin and Fuller-Love, 2016). Understanding immediate, local causes of stickiness should allow the remedies which this study and other authors recommend (e.g. Bloice and Burnett, 2016; Riege, 2007) to be applied.

Fifthly, the research discusses links between main sources and specific causes of stickiness. This contrasts other stickiness research which typically does not show those links. Like Schuller (2017), this work found that the lack of resources is responsible for many knowledge flow barriers. However, the present study used a process view which showed where the resourcing issue originated and its impact on stickiness in other processes. This enables better understanding of and remedies for stickiness in NFPs.

Finally, the work shows that FPs and NFPs differ in some key stickiness sources. The country and organisational contexts, and the media, which are not usually prominent sources of stickiness in FPs, are important in Lebanon and by extension perhaps in other Lebanese NFPs and in NFPs elsewhere with limited resources, a dangerous environment, and poor infrastructure. In contrast, key stickiness barriers in FPs are associated with absorptive capacity, causal ambiguity and arduous relationships (Szulanski, 1996).

10.3 Contribution to Practice

LebSOS managers and employees could use the study's findings to understand stickiness sources that appear in single and multiple processes, how they affect one another and how they affect employees' ability to reach goals. They could also help practitioners distinguish stickiness sources that are controllable such as limited resources (e.g. money, employees), the use of inadequate information handling practices, and the limited

opportunities employees have to meet, from those that are uncontrollable such as poor infrastructure and other country-specific barriers. Employees could then address first the sources that affect several processes, allowing many negative stickiness effects to be overcome. They might also address sources of stickiness that affect only one process and are easily corrected.

The study also has practical implications for employees who work in other NFPs and in processes similar to the ones investigated in LebSOS. These employees could consider whether LebSOS's various stickiness categories, sources and causes also affect knowledge flow in their institutions' corresponding processes. For example, fundraising employees in other NFPs might consider whether media factors such as the unavailability of necessary communication tools create stickiness. Employees who provide social services might consider whether the need for confidentiality is inhibiting sharing clients' details and could be adjusted.

10.4 Limitations

This work explored stickiness sources in a single NFP in a particular country hence the findings might not apply in all NFPs or national contexts. Nevertheless, the chosen context has characteristics which are not unique, and so potentially provides insights into other contexts. Furthermore, the analysis of data from multiple sources across multiple processes and locations, provide insights about stickiness that may apply to other Lebanese NFPs and NFPs in other countries.

The study did not gather data from all LebSOS employees so some people who thought differently about the issues might not have been interviewed. However, gathering data from the majority of employees across all major roles and processes supports the findings' trustworthiness.

The reliance on a single male interviewer might be considered a research limitation. However, the research did not involve discussing intimate topics with interviewees. Furthermore, LebSOS employees were not religiously conservative and seemed open to the questions asked.

10.5 Future Research Directions

This work has helped extend stickiness theory in NFPs. However, more research is recommended to further develop the theory. For example, future researchers could interview LebSOS clients and clients of other NFPs which might allow them to identify additional knowledge flow inhibitors. Researchers could also validate this study's findings by seeing whether they can be replicated in Lebanese institutions with similar missions to LebSOS such as Auxilia, Himaya and Kafa and in countries that have similar problems such as Syria, Yemen and Afghanistan. This research would suggest whether similar main sources and specific causes of stickiness apply in these institutions and countries. More research should also be conducted in non social services NFPs, such as those offering education and research, development and housing, and health (see section 2.2). By investigating key processes in these institutions and their stakeholders, researchers might find similar and different stickiness categories, sources and causes. Many contextually dependent stickiness categories, sources and causes may remain to be found and understood. Identifying and understanding them would help practitioners to reduce stickiness and reach their organisations' goals.

10.6 Conclusion

This chapter discussed how the present study contributes to theory and practice, its research limitations, and recommended additional research.

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APPENDICES

Appendix 1 – Interview Guide

Original Research Title: *"Evaluating how the Lebanese Association of SOS Children's Villages communicates"*

Part 1 – Communication in General

1.1 What does the word communication mean to you?

1.2 Could you please tell me about your role in LebSOS?

1.3 Do you think communication and knowledge sharing (KS) are important for LebSOS? If yes, why and if not why?

1.4 Do you think communication and KS are important for you to do your job well? If yes, why and if not why?

1.5 How do you know whether or not you are performing your role well?

1.6 How do the expectations of LebSOS get communicated to you?

1.7 How do performance improvement opportunities in LebSOS get identified and communicated to you?

Part 2 – Analysing LebSOS's Communication

2.1 What does the word stakeholder mean to you? (Explain, if need be).

2.2 Please list the stakeholders that you communicate with inside LebSOS as part of your role.

2.3 Please list the stakeholders that you communicate with outside LebSOS as part of your role.

2.4 What role do these stakeholders play to help LebSOS achieve its goals?

2.5 How do you communicate with all these stakeholders and why?

2.6 Are there any areas where you think communication is weak and could be improved? If yes, what do you think causes this weak communication?

2.8 What is the impact of any weak communication on your ability to gain the information you need to do your work?

2.9 Do you know whether your colleagues are also affected by this weak communication?

2.10 What do you think can be done to address weak communication, if it exists?

2.11 Is technology important for effective communication in LebSOS? If yes, why and if not, why?

2.12 What sort of things are LebSOS employees doing to support communication and knowledge sharing?

2.13 Do you use communication to get support in your job? If yes, how?

2.14 Do you know about any initiatives that LebSOS has implemented to improve communication with stakeholders? Tell me about any you are aware of.

2.15 If known, discuss the initiatives that LebSOS could implement in the future to improve communication with stakeholders?

Part 3 – Communication and Risk

3.1 What does the word risk mean to you?

3.2 Could you please discuss any immediate risks that you think could negatively impact on LebSOS? I am interested in how severe and how probable these risks are, and how they could be prevented.

	Description of the Risk	Severity (1-10)	Probability (%)	Impact on the ability to deliver the services	Preventative Action	Responsible Person
1						
2						

3.3 Could you do the same for any future risks you see?

	Description of the Risk	Severity (1-10)	Probability (%)	Impact on the ability to deliver the services	Preventative Action	Responsible Person
1						
2						

3.4 How effectively do you think LebSOS manages risk? Why?

3.5 Do you feel communication is increasing or decreasing risks in LebSOS? Why?

3.6 What do you think should be done to improve how LebSOS manages risk?

Part 4 – Analysing Communication and Employee Engagement

4.1 What motivates you to be involved in LebSOS?

4.2 Does communication help you feel more engaged in your work? Can you explain your answer?

4.3 What sort of information could help you become more engaged in your work? Why?

Appendix 2 – Summary of Potential Actions to Overcome Stickiness

Stickiness Main Categories		Stickiness Main Sources	Potential Actions To Overcome Stickiness Solution Applies To All NFPs = (N) Solution Applies To FPs and NFPs = (G) Solution Applies To LebSOS Only = (LSOS) Solution Applies To LebSOS And Other Similar NFPs (e.g. Have Similar Missions, Operate In Religiously Conservative Environments Or Less Developed Countries) = (SN)
Context Characteristics	Lebanese Context Barriers	Operating in Dangerous Environments	• Getting court orders to remove children from their parents' care. (SN) • Going alongside law enforcement authorities to implement orders of removing children from their parents' care. (SN) • Running advertisements to make the NFP and its emblem recognisable. (N) • Designing emblems carefully to suit various environments (e.g. due to religious considerations). (N) • Trying to reach prospective clients by asking existing clients to tell friends about the help that NFPs offer. (SN) • Introducing services to clients informally by using soft entry points (e.g. visiting playgrounds, schools, child care centres). (SN) • Using ID cards and clothing that display a NFP's emblem. (N) • Conducting home visits alongside male colleagues. (SN) • Parking cars in locations where access to them cannot be blocked. (SN)
		Social Norms in Some Locations	• Visiting parents who object to teaching girls to understand the source of their objection and try to change their views. (SN) • Advocating for gender equality. (SN) • Offering adult women in undeveloped countries literacy classes to make them recognise the value of education and become willing to educate their daughters. (SN)
			• Providing employees with numerous formal and informal meeting opportunities. (G)

	Organisational Context Barriers	Arduous Relationships Between Employees	• Training employees to listen and respect the views of others and avoid confrontations to create an environment where people feel psychologically safe, especially early in the relationship building process. (G) • Allowing employees who became closer to increase their interactions, discuss their views and benefit from the experience of colleagues to facilitate the achievement of goals. (G) • Reminding employees why an organisation/NFP exists to focus their efforts on delivering the intended goals. (G) • Organising for managers to regularly visit employees and offer guidance to solve problems. (G)
		Fundraising Department's Inadequate Information Sharing with Villages	• Permitting non-fundraising employees to communicate with donors and sharing donors' contact details to facilitate this communication. (N) • Encouraging employees to communicate with donors, checking if they are communicating as expected and rewarding those who do. (N)
		Inadequate Information Storage Practices	• Providing employees with tools for storing information. (G) • Encouraging colleagues to systematically share what they know. (G) • Giving employees who work in environments where information storage tools are unavailable or where internet connectivity issues prevent storing and sharing information alternative means for sharing their information. (G) • Explaining to employees the benefit of storing what they know. (G)
		Limited Meetings Between Dispersed Employees	• Setting aside informal time each week where employees can share knowledge. (G) • Ensuring that managers stress the importance of employees having regular meetings. (G)
		Limited Training	• Employing people who are qualified and trained to do the job. (G) • Encouraging knowledgeable employees to develop and deliver training sessions to colleagues and clients. (G) • Identifying external training sessions that are free and relevant, and encouraging employees to attend them. (G) • Freeing employees to attend the available training sessions. (G)
		Shortage of Employees	• Fast-tracking the allocation of funds to recruit more fundraising employees. (LSOS)

			• Offering prospective employees higher wages. (G)
Confidentiality Requirements	Need for Confidentiality		• Developing agreements that allow colleagues in different institutions to share information about clients. (SN) • Providing means that allow colleagues in different institutions to share information about clients (e.g. centralised social work database). (SN) • Explaining to clients the benefits to them from allowing their information to be shared with other agencies. (SN)
Knowledge Holders' Characteristics	Perceiving Knowledge Holders to be Untrustworthy		• Running advertisements that help the locals know about a NFP and recognise the good work that its employees do. (N) • Locating NFP facilities close to towns where people could learn about a NFP's work. (N) • Asking existing donors and clients to publicise the NFP's work. (N)
Knowledge Recipients' Characteristics	Recipients' Lack of Motivation to Receive or Use Knowledge		• Training knowledge holders to respectfully share their knowledge with recipients. (G) • Training employees to focus on task rather than relationship conflict (G) • Getting managers to intervene to resolve conflict. (G) • Employing leaders who communicate the importance of sharing knowledge. (G) • Rewarding employees who gain and use new knowledge. (G) • Recruiting more fundraising employees. (N) • Giving fundraising employees adequate tools that support communicating and building close relationships with donors. (N)
	Relationship Between Users and Communication Media		• Offering a higher wage to facilitate recruiting an extra accountant which would free up time for head office accountants to train colleagues on using the integrated accounting system. (LSOS) • Training employees on using the communication media and simultaneously giving them access to use it on their own machines. (G) • Purchasing software licenses that are needed to use the communication media. (G)
	Difficulties Sharing Information Using Available Media		• Offering alternative KS means to NFP employees in countries with poor infrastructure. (SN)

| Media Barriers | Unavailability of Necessary Communication Media | • Giving email access to all employees who need it. (N)
• Providing alternative means for fundraising employees to communicate with donors. (N) |