THE EXTENT OF APPLICATION OF HUMAN RESOURCE DEVELOPMENT AND KNOWLEDGE MANAGEMENT AT KARATINA UNIVERSITY

BY

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DECLARATION

This project is my original work has not been submitted for a degree in any other university.

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This project has been submitted for examination with my approval as the university supervisor.

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DEDICATION

This work is dedicated to my parents Mr & Mrs. Micheal N Kamwengu, my sisters Lucy, Lawrenzia, Joan & Lydia ,my brothers Daniel, Antony & Oscar and all my friends for all their love, support, and sacrifices both financial and the immense encouragement and understanding I received through out this journey of search of knowledge that made this study possible.

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ABSTRACT

This study presents findings on the extent of application of human resource development in knowledge management at Karatina University. The analysis was done using content analysis. The data was obtained from Senior management of Karatina university.

The findings indicate that the University has applied the practice of human resource development in knowledge management. The university practices the application of human resource development in knowledge management in two categories academic section and non academic, in the academic section the staff attend seminars and conferences to enhance their teaching skills, senior lecturers are sponsored in terms of monetary to buy the research equipments and to pay the research assistants. Also in the academic section there is a requirement that members of publish papers and circulate to departmental members where they belong, however the university has not created the environment in terms of infrastructure so that the published work can be shared by the university at large.In the non academic section the university does training needs analysis for and the relevant training to the staff is done, there is effective job rotation, employees are compensated per their academic qualifications, there a requirement staff upgrade their skills after they are promoted to higher job groups, staff appraisal is done and if one scores certain grade is awarded a promotion or credential increment, however there no structured systems to resolve disputes among employees. Also the research found that there is horizontal and vertical channels at all levels in the university. The research also found that there was no reward recognition system in place. The research also found that there is rotation in seminar attendance for all categories of staff.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The shift from industrialized economies and natural resources to intellectual capital, have forced executives to reexamine the role knowledge plays in organizations and how it is used (Herling, 2000). The management of knowledge has increasingly surfaced to become a leveraging mechanism, providing an important competitive edge within organizations (Herling, 2000). Human Resource is a process of developing and unleashing human expertise through organization development and personnel Training and Development for the purpose of improving performance (Herling, 2000). While Knowledge management is the process of enhancing company performance by designing and implementing tools, processes, systems ,structures and cultures to improve the creating ,sharing ,and use of knowledge (Iles &Yolles, 2000).

Human resource development gives organizations a competitive advantage as it helps the organizations develop in an era of rapid change, thus contributing to an organizational change. Toracco, (2000) argues about human theory, that organizations derive economic value from the employees' skills, competence, knowledge and experience. Herling & Provo (2000) argued that human capital can be developed through education and training (Gratton, 2003). Through the continual evolvement of the human resource development from the process of learning, training and development ; to involvement of activities and processes which are intended to have impact on organizational and individual learning

assuming that both the organization and the individual are capable of influence and directing through deliberate and planned interventions (Harris, 2000).

Thus human resource development is constituted of by planned interventions in organizational and individual learning processes and to an organizational process that compromises the skillful planning and facilitation of a variety of formal and informal learning and knowledge processes and experiences, primarily but not exclusive in the work place in order that organizational progress and individual potential can be enhanced through the competence ,adaptability ,commitment and knowledge creating of all who work for the organization and the universities have to establish the application of Human resource development in Knowledge management (Koulopoulos & Frappaolo, 2000).

Knowledge management is a process where organizations have formulated ways in the attempt to recognize and archive knowledge assets within the organization that are derived from the employees of various departments or faculties and in some cases, even from other organizations that share the similar area of interests or specialization (Gratton, 2003). The key purpose of knowledge management is supporting continuous learning within the organization in order to improve the ability to cope with constant changes in the market (Gratton, 2003).

Consequently knowledge management is seen as an intentional approach aimed at eliciting required knowledge from knowledgeable people, sharing it with appropriate people at the right time and putting that knowledge into action to improve organizational

performance (Hirsh & Jackson, 1996). Knowledge management entails a complex process affected by several variables both within and outside the organization. For knowledge management to be effective, a holistic approach needs to be followed supported by a strong and aligned foundation of enablers, inter alia Human Resources Development.

Knowledge is increasingly claimed to be a key critical resource and source of competitive advantage in the modern global economy, especially with the rise of the service economy, the growth in the number of 'knowledge workers', the increasingly rapid flow of global information, and the growing recognition of the importance of intellectual capital and intellectual property rights (Hirsh & Jackson, 1996). It is also increasingly claimed that all organizations will have to excel at creating, exploiting, applying and mobilizing knowledge to create and maintain sustainable competitive advantage (Koulopoulos & Frappaolo, 2000).

The resource-based view of the firm suggests that organizations will need to be able combine distinctive, sustainable and superior assets, including sources of knowledge and information, with complementary competencies in leadership and human resource management and development to fully realize the value of their knowledge (Harris, 2000).

Issues for human resource management include how organizations should be structured to promote knowledge creation and mobilization, and how to develop a culture and set of human resource management policies and practices that harness knowledge and leverage it to meet strategic objectives (Gray, 2001).

Knowledge is increasingly recognized as a key organizational asset and its creation, dissemination and application as a critical source of competitive advantage (Herling& Provo, 2000). This process is often seen as requiring the deployment of a combination of core skills and competencies in information as well as in human resource management, including the creation and maintenance of organizational structures and cultures that facilitate organizational, team and individual learning and the sharing of knowledge and information (Gratton, 2003).

1.1.1 Human Resource Development

Human resource development is the organizational function that deals with issues related to people, such as compensation, hiring, performance management, development of the organization, safety, wellness, benefits, employee motivation, communication, administration, and training. It is the process through which the personnel are accorded their rightful position in the organization, for the mutual benefit of the employer and the employee.

Competition agencies aim at regulating the market for the benefit of the consumer. In order to achieve this objective, human resource development systems should be geared towards ensuring a well-motivated staff that is provided with the opportunity to utilize its

potential and talents to improve the delivery of service to clients. Staff skills improvements and learning programmes are key to this process, as are competitive remuneration packages to minimize staff turnover.

Human resource Development is also a strategic and comprehensive approach both to managing people and to managing the workplace culture and environment. Human resource functions are moving away from the traditional personnel, administration and transactional roles, which are increasingly being outsourced. Human resource development is now expected to add value to the strategic utilization of employees and to put in place employee programmes that impact the institution concerned in measurable ways.

According to Harman and Brelade, current human resource development trends are moving "towards policies that respect and recognize the requirements of knowledge workers as individuals… human resource development attempts to meet the expectations of knowledge workers through policies designed to facilitate differing 'lifestyle choices' such as flexible work programmes, by actively articulating the organizational values, supporting involvement, and respecting diversity."

Harman and Brelade state that success in competition agencies "will be seen in the creation of a culture that supports the sharing of knowledge and information, creates fluid organizational boundaries and focuses on bringing resources together creatively to deliver social outcomes."2 For example, it has been recognized that there is a need to use

economic analysis in order to solve competition cases. High turnover and difficulties in attracting qualified staff can limit the availability of knowledge (e.g. the use of economics and econometrics in competition cases). There is a need for human resource development to design structures that will facilitate access to and sharing of knowledge, as well as its retention within the university.

1.1.2 Knowledge Management

Universities have long been recognized as avenues for teaching and learning, research and discovery, as well as providers of services to the society through the application of knowledge (Taylor &Qunitas, 2000). To strive for academic excellence, it is imperative for public universities to become a Learning Organization. This can be done by integrating the conceptual relationship between learning organization and knowledge management process to enhance the academic excellence of the both private and public universities (Herling, 2000).

Learning Organization is defined by Gratton (2003) as one in which learning and works are integrated in an ongoing and systematic fashion to support continuous improvement at the individual, group and organizational levels. In other words, learning takes place in the individuals, teams and organization and even the communities with which the organization interacts. Learning Organization is said to be about increasing an organization's problem solving capability and about changing behaviour in ways leading to improved performance at the individual, team and organizational level.

Knowledge management involves the process of capturing the collective expertise and intelligence in a Learning Organization and using them to foster innovation through continued organizational learning (Taylor & Qunitas, 2000). The ultimate goal of knowledge management is to convert tacit knowledge (personal ideas and experiences) from individual knowledge to explicit organizational knowledge (documents, products and procedures) and utilized shared knowledge across organization effectively(Iles & Yolles ,2000)To strive for academic excellence, it is imperative for a public or private university to become a Learning Organization . This can be accomplished by adopting the Knowledge management Process for knowledge transfer of tacit knowledge to drive its future value of academic excellence of the university (Pitt, & Rouncefield, 2000). Developing knowledge management strategies within universities will promote the harnessing of knowledge resources and building knowledge base to support institutional development and growth in terms of services offered and academic programs. This will facilitate access, sharing, use, and replication of knowledge by all stakeholders or employees. In the absence of knowledge management strategies, the emphasis is for each institution to collect and store information and knowledge at the expense of dissemination and sharing with other stakeholders (Pitt, &Rouncefield, 2000).

1.1.3 Application of Human Resource Development and Knowledge Management

"Human resource development is the process of increasing the knowledge, the skills, and the capacities of all the people, in a society. In economic terms, it could be described as the accumulation of human capital and its effective investment in the development of an economy. In political terms, human resource development prepares people for adult

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participation in the political process, particularly as citizens in a democracy. From the social and cultural points of view, the development of human resources helps people lead fuller and richer lives, less bound to tradition. i.e., the processes of human resource development unlock the door to modernization"(Gray, 2001).

Human resource development is an important and very attention receiving discipline of present time. It is a relatively young academic discipline but an old and well established field of practice. According to Rao (1995) the scope of human resource development is extended, at one side, to developing competencies of human resource by enhancing knowledge, building skill, changing attitude and teaching values, and at other side, creation of conditions through public policy, programs and other interventions to help people to apply these competencies for their own and others' benefits and making things happen.

The purpose of human resource development is centered on learning and performance perspectives, both benefiting the individual and the interests of shareholders. In a wider perspective, the purpose centers on economic benefits, social benefits and the ethics of human resource development. These points indirectly suggest that a reconciliation of the purpose of human resource development centrally focuses on training, development and learning within organizations for individual development to achieve business strategies and for the development of organizational competence (Herling & Provo, 2000).
Koulopoulos & Frappaolo (2000) revealed that the role of human resource development is crucial, in promoting and sustaining growth. Human Resource Development,

particularly in education and training, contributes significantly to economic development in terms of increased worker productivity and income. The economy becomes more productive, innovative and competitive through the existence of more skilled human capability. Gratton (2003) asserted that organizations have been created by humankind and can soar or crumble, and human resource development is intricately connected to the fate of any organization. Human expertise is developed and maximized through human resource development processes and should be applied for the mutual longterm and/or short-term benefits of the sponsoring organization and the individuals involved.

According to Iles & Yolles (2000) Human resource development holds the key for economic development by enabling people to become more productive, because economic development depends upon level of industrial activity of production, which onward depends upon the productivity of human resource. Herling & Provo (2000) asserted that the quality of human resources will determine the success or failure of any development effort, especially concerning industrialization, adopting technical change and global market response. Viewed from this perspective, human resource development therefore requires special attention to complement changes in the economic profile of the proposed growth regions (Gray, 2001).

1.1.4 Karatina University

Karatina University was established as a fully-fledged University in Kenya through the award of Charter on 1st March 2013 as stipulated in the University Act No. 42 of 2012. Currently, the University offers degree and diploma programmes in Education and Social

Sciences, Natural Resources and Environmental Sciences, Business, Agriculture and Biotechnology and Pure and Applied Sciences. The University is situated 15 knowledge management North of Karatina Town on Ragati Tea Factory/ Kagochi tarmac road. The historical background provides a clear picture of what to expect at and of Karatina University (www.karatina.co.ke).

In addition, it spells out clearly the major milestones since elevation into a Constituent College including development of a strategic plan that has continually guided the operations of the University leading to increased student enrolment; diversified linkages and collaborations with local; national, regional and international bodies and institutions aimed at enhancing academic excellence; infrastructural development aimed at facilitating the students   academic welfare; technological advancement such as e-library; a research agenda aimed at taking advantage of the unique rich agricultural location of the University as evidenced by the short listing by Kenya Forestry Service; Water Resource Management Authority and National irrigation Board to undertake a project on enhancing institutional capacity building on water and resources in a sustainable and participatory way; strong academic and administration human resource to facilitate achievement of desired institutional goals and a service charter for efficient and effective service delivery to all University Clients.

It also provides a brief on the key University assets and ongoing University outreach and extension Programmes (www.karatina.co.ke).

The University operations are guided by the Vision, Mission, Philosophy and Core Values as an outline which emphasize on inspiring innovation and leadership for academic excellence and improved welfare of the students, staff and all other stakeholders. The University is positioned as a going concern aimed at meeting the dynamic and development needs of the society. Higher educational institutions (HEIs) create and apply human resource development in knowledge during their processes and activities. The growth in the number of HEIs in Kenya in the last decade has increased competition and the pressures for performing better. This has forced the institutions to recognize the need for human resource development in knowledge management initiatives which is a key asset. Therefore, through research higher institutions of learning are experiencing challenges in the application of human resource development in knowledge management in Kenya due to inadequate training to employees, inadequate ICT integration in systems (www.karatina.co.ke).

1.2 Research Problem

Modern management education in the academic world is very demanding and very competitive (Pitt, & Rouncefield, 2000). One has to sustain in the continuous knowledge flow. Issues and challenges in academics not only affect people within the institutions, but also other segments like environment, industry standards and demands, educational norms and growing business university competition (Provo, 2000).   Knowledge

management increases the ability of the management to learn from its environment and incorporate knowledge into the academic processes by adapting to new tools and technologies (Taylor & Qunitas, 2000). The management has to realize the value of knowledge management so as to provide the cultural direction needed to ensure high level competition in education market. Knowledge management is used to examine the overlapping and ongoing relationships among administration, faculties, students, course, and programs in any school academic environment (Thomson & Mabey,et.al 2000).

Human resource development is an important aspect in the universities considering universities are a places of information, instructions, enlightenments, learning practical skills, assured belief ,acquaintances and cognizance, but the challenge is, are learning ,training and career development being applied by the universities to ensure continual competitive advantage of the universities especially when it comes to labor mobility (Taylor & Qunitas, 2000). Is it clear that human resource development skills and knowledge are critical to the success of knowledge management process?

Many universities are centers of learning, disseminating information, instructions, a place for offering practical skills, assured beliefs, and acquaintances. In other words universities are place where learning, training and development is offered to the employees thus enhancing employee motivation and satisfaction altogether (Thomson & Mabey, 2000).

Among the Kenyan Universities, application of human resource development and knowledge management is a challenge. Some of the challenges experienced by both private and public universities is who or what creates the knowledge management, and how is the knowledge that has been created or acquired be will be maintained to offer the universities a competitive advantage (P.K'Obonyo & et.al 2012).

A study carried out by Wangari (2000) on application of knowledge management in higher institutions of learning in Kenya indicated that knowledge base is not accessible to majority of those who need knowledge for decision making and management of the resources in Public universities in Kenya. This is attributed to lack of a knowledge management strategy in the design of Public universities in Kenya to support human resource development programs as well as centralized location for storage and dissemination of information to employees in public universities in Kenya.

Another study by Musyimi (2010) on the influence of human reesource in knowledge management of private companies in Kenya indicated that, most organizations experience the many challenges when trying to apply human resource development and knowledge management. Some of them include; employee resistance to change, inadequate support from management to empower employees through trainings, participation, and personal development and inadequate infrastructural facilities like ICT integration to promote employee development.

Arising from the findings of the above studies, it is clear that, there are many areas about application of learning, training ,development and participation in committees will lead to effective knowledge management that have not yet been fully addressed. It is for this reason that this study seeks to establish the extent of application of human resource development and knowledge management at Karatina University. The study was guided by the following research question; what is the state of application of Human resource development and Knowledge management at Karatina University?

1.3 Research objective

To determine the extent of application of human resource development and knowledge management at Karatina University.

1.4 Value of the study

Management**:** The management will be able to perform and effective Training Need Analysis (TNA) by ensuring that all employees they have the relevant job qualification so that they ensure quality work. This will also help the management to ensure that any information created get to the organization as whole to ensure the intended purpose is achieved. This will cut down recruitment cost as employees will feel empowered though the training done. This will provide insight to the management when picking the staff member to sit in the different committees within the University.

Employees**:** The study will seek to empower the employee to view the work in a different perspective when they learn their jobs effectively. The employees will be able to

appreciate the nomination of the staff members to sit on the various universities committees and to attend the various retreats and workshop.

Development Partners: The development partners who are usually interested at helping the Public Universities to prosper will have an understanding of a wide variety of factors that hinder human resource development in knowledge management hence sustainability.

Scholars and researchers: Scholars and researchers who would like to carry out more studies on strategies used by Commercial Banks to manage service quality. The study will form a basis upon which further research on the same will be based.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter outlines concept of knowledge management, the relationship of knowledge management and human resource development, implications of Knowledge management for human resource development, importance of organizational knowledge, types of knowledge, modes of knowledge creation, and conceptual framework.

2.2 Concept of Knowledge Management

Knowledge can be defined as the understanding that is obtained through the process of experience or appropriate study (Toracco, 2000). The Knowledge management principles if applied to management education will enhance the quality of academic learning process (Yolles, 2000). The term Knowledge management is used to describe everything from the application of new technology to harnessing of the intellectual capital of an organization. Knowledge management is concerned with the exploitation and development of the knowledge assets of an organization with a view to furthering the organization's objectives (Sparrow, 2000).

The knowledge to be managed includes both explicit, documented knowledge, and tacit, subjective knowledge. Management entails all of those processes associated with the identification, sharing, and creation of knowledge (Davenport, 2000). This requires systems for the creation and maintenance of knowledge repositories, and to cultivate and facilitate the sharing of knowledge and organizational learning. Organizations that

succeed in knowledge management are likely to view knowledge as an asset and to develop organizational norms and values, which support the creation and sharing of knowledge (Yolles, 2000).

From an organizational context, it has become fashionable to downplay the significance of an organization's information processing and communication capabilities for the success of Knowledge management. It is certainly true that Knowledge management's salient issues go far beyond the infrastructure of information systems. Several frameworks on organizational learning have been suggested (Rossett& Marshall, 1999).

Though advances in computer and telecommunication technologies have linked people together, geography does matter in the new knowledge economy as per the evidence from research (Pitt, &Rouncefield, 2000). However, building collaboration amongst people is not an easy task. Knowledge management practitioners apply many different approaches to develop the type of culture that builds the desire for teamwork and a collaborative working environment as described by (Davenport, 2000). Techniques such as meetings, forums and discussions are used extensively to create knowledge through the processes of social interaction and collaboration. Tools such as e-mail, video conferencing, use of interactive white boards, blogs and wikis, discussion forums, chat services and intranets are also used to encourage active collaboration among people in B-schools (Nonaka, & Takeuchi, 1995).

2.3 Concept of Human Resource Development

The human resource development infrastructure derives from the defining nature of human resource development. One aspect of human resource development that offers value to the knowledge intensive organizations is that touching on change. Scholars agree that the strategic nature of human resource development as an integral part of an organization's human resource management System is set against a background of turbulence and change in organizational life (Joy-Matthews et.al, 2004).

The change arises from developments in business environments, work processes and organizational cultures, which drive the need for successful change management strategies. Thus, human resource development utilizes the theories of change and their relationship to an organization because change affects individuals, groups and organizations in order to enhance the strategic partnership role of human resource management by facilitating organizational change (Dessler, 2003; Jackson & Schuler, 2000; Joy-Matthews et.al 2004).

The strategic nature of human resource development requires organizations to create a supportive environment characterized by healthy human resource practices, and linkage to the strategy of an organization, in which context it is considered an investment equivalent to investments in technology, new product development and entry into new markets (Beardwell & Holden, 1997;Garavan, 2007; Balderson, 2005; Wilson, 2005).

The emerging aspects of the Strategic Human Resource Management and Strategic human resource development areas call for clear linkages between an organization's human resource management and human resource development programs with the organization's strategy (balderson,2005;wilson, 2005)and the creation of an organization conducive environment supporting the Growth of healthy human resource development (stewart & mcgoldrick,1996; walton,1999). Menger (2001) refers to these aspects accounting for the human resource management practice as human resource management infrastructure.

This infrastructure is based on the role of the human resource component in providing sustainable competitive Advantage to the organization which provides the bedrock upon which human resource development infrastructures are conceived and designed in organizations.

Prasad (1996) observed that human resource development policies, plans and actions must commence from business strategy. Walton (1999) noted that human resource development gains in meaning and significance when its contribution to enhancing the strategic capability and intellectual capital of an organization is clearly spelt out and understood across the spectrum of the organizational membership. Garavan (2007) uses the human capital development and resource based theories to indicate that human resource development is best achieved through a strategic approach for successful strategic human resource development depends on the existence of a favorable learning climate which exists in an organizational setting that supports organizational learning.

The climate is supported by a number of characteristics that are central to human resource development in organizations which are aligned with the organizational developmental needs of an organization that seek to increase organizational health in order to attain sustainable levels of competitiveness as supported by human resource based competencies (beckhard,1969; Bennis, 1969; Burke, 1982). Strategic human resource development scholars agree that the alignment between human resource development and organizational strategies is attained through organizational development approaches designed to manage strategic change that address internal knowledge and skills, protection of core competencies, building strategic capability, management of culture and organizational values, learning organizations and sustaining organizational effectiveness (Carnall, 2007; Cummings & Worley, 2008; Jackson et.al, 2009).

2.4 The Relationship of Knowledge Management to Human Resource Development

Knowledge management is the process of creating, capturing, and using knowledge to enhance organizational performance, such as documenting and codifying knowledge and disseminating it through databases and other communication channels (Grattan, 2003). Any comprehensive theory of Knowledge management must address issues of knowledge assessment, creation, storage, distribution, and its application to business operations and organizational strategy (Davenport, 2000).

The concept of intellectual capital has also become increasingly important for Knowledge management; 'success goes to those who manage their intellectual capital wisely', it is 'the possession of the knowledge, applied experience, organizational technology,

customer relationships and professional skills that provide a competitive advantage'
(Davenport &Prusak, 2000). The distinctions often made between human, structural and
customer capital draw attention to issues of vital importance to human resource
management (Edvinsson & Malone, 1997). Human capital refers to the skills, knowledge
and abilities of personnel, focusing on the importance of investments in skill by both
organizations and people themselves, again emphasizing issues of motivation and
commitment (Edvinsson & Malone, 1997).

Structural capital refers to the ways individuals and organizations are connected with
knowledge, data and expertise through technologies and processes (e.g. patenting,
copyrighting or shielding), as well as to organizational structures, cultures, systems and
procedures, especially communication flows and channels (Davenport, 2000). HR
practices are therefore central in protecting intellectual capital and in enhancing
contributions to collaborative activity. Management must effectively locate the interface
points; staff and train appropriately, develop sound reward systems, and monitor the
exchange of information (Foley Curley &Kivowitz, 2001).

Customer capital, the value of the franchise and its ongoing relationships with those to
which it sells, is often the most poorly managed intangible asset; one strategy is often
advocated to engage customers in such HR areas as recruitment, selection or training to
enhance their commitment (Foley Curley & Kivowitz, 2001). Corporate value then arises
from the interaction of these three components of intellectual capital, especially the
transformation of tacit (unspoken, residing in people and teams, cultures and rituals) to

explicit (formalized, accessible) (De Klerk, 1999).

However, this rather static model of intellectual capital will be developed further here in favour of a more dynamic, systems-based approach that emphasizes the connections, feedback and flows of knowledge that enable HR to become 'a natural partner of and the strategic link in creating, developing and supporting an intellectual capital environment' (Abdel &Ayman, 2011). There is increasing evidence that focusing on HR adds financial value, whether using accounting or perceptual measures of performance.

Traditional financial valuation systems often fail to recognize the value of investments in Human Resource, highlighting only their costs (Aliaga, 2000). Responding to the challenges posed by Knowledge management may help Human Resource overcome this problem, as Knowledge management involves the recognition, documentation, and distribution of both explicit and tacit knowledge residing in organizations' employees, customers and other stakeholders for business advantage (Abdel &Ayman, 2011). It is often asserted that this requires new ways of thinking and acting, new policies and practices, new technologies and new skills and job requirements and thus new roles for human resource management.

However, there is less agreement over what specific changes are necessary in organizational structure, culture and behaviour to facilitate Knowledge management, or what new roles are required for human resource management (Aliaga, 2000). One of the purposes of this paper is to develop a conceptual model of knowledge migration, seen as

a key dimension of Knowledge management, drawing on perspectives drawn from both IM (especially systems perspectives) and human resource management. First, however, we need to explore some of the implications of Knowledge management for human resource management theory, research and practice, and explore ways in which human resource management needs to be transformed in ways that can help leverage the value of knowledge (Aliaga, 2000).

There have been attempts to develop models of Knowledge management that acknowledge the importance of human resource management. Toracco (2000) outlines a model of Knowledge management and human resource development that identifies four basic units: creating a culture for Knowledge management; developing a model for codifying knowledge; addressing the accessibility of knowledge; and focusing on methods and systems for Knowledge management, with emphasis on individual knowledge. Drawing on theorizing on expertise and tacit/explicit knowledge, Toracco (2000) refers to distinctions between knowledge scope (e.g. job role Vssectoral knowledge), type (e.g. explicit Vs tacit knowledge), level and specificity (Allee, 1997).

In terms of accessibility, Toracco (2000) refers to the availability of knowledge in terms of its source, its half life, and its degree of exposure; in terms of methods and systems for Knowledge management, to strategies and techniques for identifying knowledge and making it available to others (Andrew, 1999). He distinguishes between depth (the extent knowledge is made explicit), time constraints, structure (e.g. methods for archiving quantitative and qualitative data) and roles (ways people are allocated to capturing and

disseminating knowledge) (Becker, Huselid& Ulrich, 2001). Only Knowledge management initiatives grounded the organizational culture are likely to succeed; otherwise, users may be reluctant to share knowledge (Aliaga, 2000). Knowledge management needs to be integrated with human resource management, IM and competitive strategy. Knowledge management is seen as involving three phases, learning, knowledge creation and knowledge use (Anderson & King, 1993).

2.5 Knowledge Management and Human Resource Development

As Knowledge management involves recognizing, documenting and distributing knowledge to improve organizational performance, it is of particular significance to human resource development in training needs analysis and the planning of training to improve performance and deliver strategic results (Baruch & Peiperl, 2000). Knowledge management challenges Human Resource over intellectual property, professional identity and unit boundaries; Knowledge management perspectives move human resource development's goal away from developing individual capacity to creating, nurturing and renewing organizational resources and interactions (Allred, Snow & Miles, 1996).

Instead of devising training courses, human resource development practitioners may need to identify organized elements that learners can reference as needed, depending on the particular challenges faced (Allred, Snow & Miles, 1996). Diverse experiences and examples may also need to be captured and rich commentaries and stories provided, as well as technical data in order to reflect different user concerns and learning styles. All these need to be embedded in Knowledge management system, not in a classroom

(Rossett, 1999). Additional questions raised for human resource development include how to encourage information sharing, counter resistance to publicizing ideas, recognize individual contributions, provide security and status for individual contributors, and update skills and data (Aliaga, 2000).

Knowledge management may well strengthen the view that training is a strategic investment, as a 'central objective of the human resource function of a firm is to enhance the firms' competitive position by creating superior 'human capital' resource (Koch and McGrath, 1996). Many human resource development practitioners are however insufficiently informed about the implications of Knowledge management for human resource development , and may not appreciate how adopting a Knowledge management perspective will transform their role away from direct training towards a more consultant-like knowledge intermediary (or knowledge broker) role (Becker, Huselid& Ulrich, 2001).

Knowledge management is crucial in the knowledge/modern organization and that knowledge originates and resides in human beings (Chaudhry, 2005). It is therefore a "misnomer to say that we manage knowledge. We cannot manage has to latch on to organizations' vision and strategy, but also has to appreciate and be fully acquainted with the various businesses and processes (Chaudhry, 2005). This requires Human Resource to familiarize itself with existing organizational knowledge/skills bases, being conversant with the knowledge required by them, being informed on the availability of and accessibility to the possessors of this knowledge and where to locate them (Curran,

Blackburn, Kitching& North, 1996).

This role involves more than mere forecasting, staffing, maintenance, training and development (Boerligst, van der Heigden, &Verteist, 1996). It also entails a strategizing and advisory function. When the organization plans to move in a new direction, HR in particular has to advise on the feasibility of such a step, based on their inherent knowledge of the internal knowledge base, the external knowledge market and the availability of specialized knowledge sources (Boerligst, van der Heigden, &Verteist, 1996). Acknowledging the importance of knowledge and employees as strategic assets in organizations undeniably changes the manner in which employees are viewed and managed. This has undeniably changed the role of and how the employee is viewed and managed, which, in turn, requires that Human Resource practices need to change and adapt in order to build an employee value proposition (Bassi, 1997).

Knowledge workers have diverse needs and prefer an environment that best suits their way of working and particular style. Such an environment concentrates on employee satisfaction where a challenging job, exposure to new technology, career opportunities, work environment and on-the job training are rated more important than money (Boshyk, 2000). This has implications for both management principles and practices since "the knowledge economy has drastically changed many traditional business and human resource management concepts and we are beginning to see the evolution of new and different management styles to accommodate the new work environment". Furthermore, this could include a clear sense of purpose, caring management, flexible benefits, open

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communications, an enjoyable work environment, performance management, reward, recognition, training and development (Probart, 2002).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the research design and methodology that will be used in the study. It discusses the data collection and analysis techniques. The sample should serve as a full representation of the entire population to ensure that the study is neither biased nor unsuitable.

3.2 Research Design

A research design is a framework that guides a researcher to know what to do in the whole of the research process. The researcher used a case study. An interview guide was be used and the interview guide was filled accordingly. Thus, the case study was be selected because it enables the researcher to collect appropriate respondent opinions analyze and interpret them in relation to the problem under investigation thus making accurate decisions.

3.3 Data Collection

The study relied on primary data. Primary data sources which were collected using interview guide open-ended questions. The respondents were five employees of Karatina University who are Senior management. Namely Deputy Vice Chancellors, two registrars, and one deputy registrar. The interview was administered by the researcher during working hours of the week.

3.4 Data Analysis and Presentation

The data collected was summarised, edited, and classified into various categories according to the answers given by the respondents. The data was analysed using simple descriptive analysis.

CHAPTER FOUR

ANALYSIS, FINDINGS AND DISCUSSION

4.1   Introduction

The following is a summary of the interview with the senior members of   Karatina University. The findings   were analysed from the responses given by respondents through interview guide. The university practised the application of   knowledge development in knowledge management in both sections of academic and non academic   sections, the   main   practices were sponsoring   staff   to seminars   and conferences and compensation of staff to do research and there is encouragement for staff to   share their publications   among the departmental members, job rotation among   non academic members is   practised, training needs analysis among the non   academic staff   is done and the relevant trainings are offered in addition   job promotions based on skills acquired on training and after attaining other academic credential other than the one required to perform the job. The summarized data reflect the responses from senior officers of   Karatina University.

4.2   Human Resource Development

The interviewee were required to confirm or otherwise whether or not the University has undertaken the Human Resource Activities listed

4.2a Staff development Activities (Academic staff)	Yes	No
1. Forum for exchange of knowledge among academic staff.		No

2. Facilitation of staff to attend academic seminars.	Yes	
3. Training on grant proposal writing best human resources practices	Yes	
4.2b Staff development Activities (Non-Academic staff)	**Yes**	No
1. Establishing training needs	Yes	
2. Offering the essential training and development	Yes	
3. Effective job rotation	Yes	
4. Compensation mechanisms available for the staff	Yes	
5. Motivation to encourage the staff performance		No
6. Rewards for the staff with extra skills		No
7. Effective performance appraisal and feedback on the appraisal	Yes	
8. Communication channels available in the university	Yes	

From the Table above 4.2a The university has not created the environment in terms of infrastructure so that the published work can be shared by the university at large. However the staff are required to publish papers and circulate to departmental members where they belong .The academic sstaff are facilitated in monetary terms to attend seminars and conferences to enhance their teaching skills. Training is offered on proposal writing for sponsorship in particular the senior lecturers are sponsored in monetary terms to buy the research equipments and to pay the research assistants.

From the Table above 4.2b respondents stated; the university does training needs analysis for and the relevant training to the staff is done, there is effective job rotation, employees are compensated per their academic qualifications, there are requirements for staff to upgrade their skills after they are promoted to higher job groups, staff appraisal is done and those who scores above a certain grade are awarded with promotion or credential increment. Also the research found that there is horizontal and vertical channels of communication at all levels in the university. The research also found that there was no reward recognition system in place. The research also found that there is rotation in seminar attendance for all categories of staff.

4.3 Knowledge Management

The interviewee was required to confirm or otherwise whether or not the University has undertaken the knowledge management Activities listed.

Knowledge management activities	Yes	No
1. The university has infrastructure for sharing the knowledge	Yes	
2. Employees are encouragement to create knowledge	Yes	
3. There is sufficient infrastructure to ensure sharing of knowledge among the staff		No
4. Reward and Recognition systems are Available to those who exhibit extra skills and wiliness to share the knowledge		No
5. There is a Mechanism of identification of barriers to sharing of knowledge.	Yes	

From the Table 4.2b above the respondents who were interviewed on the aspects of knowledge management said that the university has mechanisms for sharing of information among members of staff. By encouraging members to share information on what has been deliberated at high level of management where head of departments are involved it's expected that the message will reach all members of staff. The respondents said Staff are encouraged to create knowledge, by publishing papers which are presented at conferences and seminars attended by academic staff. Infrastructure mechanism has not been put in place to ensure sufficient sharing

of information within the university, either for the academic or non academic staff. There was no evidence of the publications or a web page specifically for the staff members to share ideas. The university has no reward recognition system put in place to recognize staff with exceptional skills in all categories of staff. The university has put in place to identify barriers that might stifle sharing of knowledge by ensuring competent staff are hired and ensuring the staff procured have additional skill other than the one required to perform the job and also the performance appraisal are effectively conducted.

4.4 Discussion

Training and development is an area that deals with what people know and how they use what they know employees as it increases their level of participation in knowledge sharing and performance in job. The aim of training is to change behaviour in the workplace in order to stimulate efficiency and higher performance standards (Cowling and Mailer, 1990). There is also evidence that university view investment in human capital to be important. Increasingly the University seek, through the implementation of sophisticated human capital development and workplace learning, strategies to develop employee competencies to enable them to respond quickly and flexibly to business needs (Garavan et al. 2001).

This was evidenced by the training that the staff have undergone in the recent past such as ISO 9001:2008 and Enterprise Resource program which were attended by 22% staff and intensive induction to all employees within the university. Health and safety programme attended by the Security Department. Also the 100% of the respondence

stated that the various heads of Departments attend training and seminars that are relevant to their department. In particular the members of staff in finance department have under gone vigorous training in the implementation of Enterprise Resource Programme.

Training programmes on topics such as ISO 9001:2008 ,Enterprise Resource Programme have yielded many direct benefits such as enhanced problem-solving skills, a more competent and efficient workforce, fewer recruiting problems in obtaining qualified employees and fewer problems with employee relations.

Professional competence is best developed through the use of mentoring and job rotation processes.40% of all the department, the administrative staff have gone through job rotation. With the upgrading of the university college to a fully fledged university, individuals are now required to take ownership and responsibility for career management (Garavan et al. 2001). New careers, in this regard, requires individuals to focus on remaining employable across many universities rather than just one (Garavan et al. 2001). Progression up the hierarchy is replaced by the accumulation of competencies. These has seen many staff being transferred to work in the various department after adding skills.

According to Garavan et al. (2001) the dominant theme is one where individuals are required to exhibit competencies such as team working, the development of network relationships, and the acquisition of knowledge and learning capability. Therefore, the university encourages the employee through prior induction so as to provide some help to employees because goals productivity are dependent on the innovation and creativity of the employees .Competency enhancement can also be achieved through the employee actively seeking to move into other areas within the University.

The university endeavors to develop and acquire strategic skill and competency pools and this has led the university in search of recruits with skills and experiences from within and outside the university. This study reveals that university could depend on human resource development to close the gap in critical skills needed for knowledge management in order for the university to be able to compete. Recruitment and selection is from a knowledge management perspective, with the idea of not just 'filling jobs' but filling critical knowledge gaps – either current or anticipated. This was evident by the fact that more than 70% of the staff recruited have extra skills apart from the skills required for the job. The planning, finance and administration registrar started that;

"Recruitment is very proactive because at this point in time, recruitment is towards the university strategic knowledge needs. They university also recruits against established needs."

The selection and recruitment process within the university is designed to emphases primarily on the candidate's ability to 'fit in' to the organization's distinctive way of working, which involves a genuine willingness and ability to collaboratively participate in KM. The most important issue that university consider when recruiting candidates for new jobs or roles is the attitude of the candidate to be recruited and how willing they are towards sharing their knowledge with others. All the respondents of the noted that it is very challenging to recruit candidates who demonstrate a positive attitude towards knowledge sharing. However they noted that from the caliber of the staff they are present they have the right attitude towards the work.

Due to the scarcity of workers with requisite knowledge and experience, there is the likelihood that competitors will constantly be attempting to entice knowledge workers from other competing organisations (Robertson and Hammersley, 2000). Good quality staff with good quality knowledge is poachable by other competitors and so the university seeks to retain them through making them heads of departments with the relevant grades and rewarding them accordingly.

Performance appraisal has created an environment where employees feel valued and freely contribute their knowledge towards university development. This is consistent with observations made by Hansen et al, (1999) that employees' performance rating should be linked to reward in monetary and non-monetary terms for knowledge creation and/or knowledge sharing .But reasons such as budget constraints and salary ceiling were cited as influencing salary increase. Performance appraisal has allowed the university to retain and reward high performers and offer guidance. Rupp (2003) who believe that the relationship between performance appraisal and salary increase is still not very strong, however. The performance appraisals are well-handled to avoid creation of barriers to successful knowledge sharing.

Any organization that wants to reinforce employee behaviours to achieve organizational goals must effectively and adequately implement their reward programs (Hay Group, 2002). The Law of Effect states that behaviours that are rewarded tend to recur, and behaviours that are punished or not rewarded tend to weaken (Thorndike, Human Resource Policies and Practices on Knowledge Management cited in Baker and Buckley,

1996). This shows that rewards are necessary to strengthen behavior. Although prevois studies cited above have established a link between reward and motivation the university has not put in place any mechanism to ensure that the staff in the academic and in the non academic are recognized and rewarded accordingly.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The study sought to determine extend of application of human resource development such as training needs analysis, job rotation, performance appraisal and knowledge management such as setting the required infrastures to ensure knowledge is effectively shared between academic and non academic of Katarina University.

5.2 Conclusion

The university has practiced effective training needs analysis, job rotation, communication channels, and performance appraisal; however the university has not put in place channels to ensure there is effective knowledge management to ensure knowledge sharing within the university.

Whereas the University has various mechanisms for human resource development for both academic and non academic staff, for example trainings and seminars, workshops, conferences, sponsorship in terms of money for study and research, promotion of staff to higher job grades based on the skills acquired, job rotation for non academic staff, training needs analysis and staff appraisals the respondents said that there were no channels within the university to resolve staff issues to do with human resource development.

From the research the findings indicate that the university has some ways of knowledge management for example through; horizontal and vertical communication within the university, seminars and conferences, use of departmental heads to pass information on what has been deliberated at high level of management to lower cadres of staff and encouragement of academic staff to publish and share the information, the respondents agreed that there is no infrastructure mechanisms in the university enabling sufficient sharing of information among the staff.

5.3 Recommendations for the Management

The management of the university should ensure the annual approved budget caters for the salary increment for the staff advancing their careers. A web page should be created where the staff share ideas and knowledge within the university, and publication of the magazines should be created. Infrastructure for sharing publication by the academic staff should be created that shall be accessed by the university at large.

5.4 Recommendations for further research

The study focused on the application of human resource development in knowledge management at Katarina University There has not been any study of this nature done comparatively to bring out research on the same for other universities. A comprehensive research should be conducted on the same as a comparative analysis among the public universities in Kenya.

5.5 Limitations of the study

The study faced some challenges. These challenges include issues to do with qualitative nature of the research. Moreover, in practice, case studies have limitations of subjectivity based on the way the researcher interprets the information given by the respondents which cannot be referred to another institution . There is also a danger of false generalization which is due to lack of standard rules and policies to follow when collecting information from respondents.

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APPENDICES

Appendix I: Introductory Letter
C/O University of Nairobi,

P.O Box 30197-00100,
Nairobi.
Kenya.

TO WHOM IT MAY CONCERN

Dear Respondent,
REF: MBA RESEARCH STUDY

I am a student pursuing a Masters degree in Business Administration at the University of Nairobi. In partial fulfillment of the requirements to the award of the Masters degree, I am required to carry out a study on **"Extent of application of Human resource development in Knowledge management at Karatina University"**

The choice is based on your strategic importance in the achievement of organizational goals hence improved performance of the University in terms of efficiency and effectiveness. I kindly request your assistance by availing time to respond to the questionnaire. A copy of the final report will be made available to you at your request. The information given will be treated with utmost confidentiality for the purpose of this study only. Your assistance will be highly appreciated.

Thank you in advance.

Appendix II: Questionnaire (For Employees of Karatina University)

SECTION A: Demographic information

Please supply the required data by filling in the blanks where space is provided or by ticking [√**]** against the most appropriate answer.

I respondents name…………………………………………………….. [Optional]

1. How many years have you worked with the University _____

2. Managerial position held at the University_____

SECTION: B1 HUMAN RESOURCE DEVELOPMENT – ACADEMIC STAFF

1. Has the University put in place forum where the academic staff exchange knowledge among themselves?
2. Are there training sessions of the academic staff such as eg, seminars, writing papers for sponsorship?

SECTION: B2 HUMAN RESOURCE DEVELOPMENT – NON ACADEMIC STAFF

3. Has management of Karatina University put in practice the Human resource practises e.g. establishing training need analysis and ensuring there is training and development,?
4. Has the management ensured there is effective job rotation?
5. Are there mechanisms put in place to ensure the employees are compensated, motivated, and rewarded?
6. Are there effective ways to ensure the employees get the feedback of the appraisal?
7. Are there channels put in places to communicate with the employees at all the levels?

SECTION: C KNOWLEDGE MANAGEMENT

8. How does the university ensure that the staff shares information among themselves.

9. How are the employees encouraged to create the knowledge?

10. Are there infrastructures put in place to ensure there is sufficient sharing of the information within the university among the employees?

11. What are the reward systems put in place to recognize staff with extra skills and also those who are willing to share the knowledge with others?

12. What are the mechanisms put in place to identify barriers that might stifle sharing of the knowledge?

THANKS FOR YOUR COOPERATION