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THE ROLE OF LEADERSHIP IN KNOWLEDGE MANAGEMENT AT LIMPOPO PROVINCIAL TREASURY

By

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A research report submitted to the faculty of Commerce, Law and Management, University of the Witwatersrand, in partial fulfilment of the requirements for the degree of Master of Management (in the field of Public and Development Management)

Supervisor: Dr M.D.J. Matshabaphala

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ABSTRACT

Organisations are now operating in the knowledge era; therefore knowledge resources have gained more value when compared to other resources. The main objective of Knowledge Management is to create systems that can facilitate the conversion of these resources into practices that could be operationalized. Leadership is a knowledge management enabler; hence it is necessary for effective Knowledge Management implementation. The purpose of this study was to examine the reasons for leadership deficits in relation to Knowledge Management in the Limpopo Provincial Treasury (LPT).

The study took the form of a qualitative research approach. Primary data was obtained through interviews and focus group interviews. Semi-structured interviews were conducted with 15 Senior Management Services (SMS) members and focus group discussions were held with 16 Middle Management Service (MMS) members.

The study found that there are leadership deficits in Knowledge Management at the Limpopo Provincial Treasury. Knowledge Management practices are in place but there is no formal structure therefore participants did not prioritise Knowledge Management programmes. Knowledge Management is not part of the organisational structure and institutional arrangements of the LPT. The study further found that there is no common leadership style at the Limpopo Provincial Treasury. The findings of this study will have negative impact in achieving the objectives of the LPT KM strategy and also affect the implementation of the Provincial KM Strategy.

The study recommended the establishment of a Knowledge Management structure and that training and a leadership seminar be provided for all SMS members and furthermore, that Knowledge Management should become a Key Performance Areas for all SMS members.

Key Words: Knowledge Management, Leadership, Limpopo Provincial Treasury, SMS members

DECLARATION

I declare that this research report is my own unaided work. It is submitted in partial fulfilment of the requirements of the degree of Master of Management in the field of Public and Development Management at the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in any other University.

_____

NKHENSANI THELMAN MABUNDZA

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To my siblings and friends: Thank you for your support.

DEDICATION

To my beloved husband, thank you for believing in me and supporting every little idea I have had.
You have been with me every step of this journey.

To my son Rito who was only six months old when I registered for this degree. He didn’t spend as much time with mommy as he deserved to, due to my studies.

To my mom who didn’t get an opportunity to study;
I know she could have achieved so much more if given a chance.

I love you all!

TABLE OF CONTENTS

ABSTRACT ..... **I**

DECLARATION ..... **II**

ACKNOWLEDGEMENTS ..... **III**

DEDICATION ..... **IV**

TABLE OF CONTENTS ..... **V**

ABBREVIATIONS ..... **IX**

CHAPTER 1 ..... **1**

INTRODUCTION **1**

1.1 INTRODUCTION 1
1.2 BACKGROUND 3
1.2.1 An African perspective *5*
1.2.2 The Southern African context *7*
1.3 PROBLEM STATEMENT 13
1.4 PURPOSE STATEMENT 14
1.5 RESEARCH QUESTIONS 14
1.6 SIGNIFICANCE OF THE STUDY 14
1.7 LIMITATIONS OF THE RESEARCH 15
1.8 ETHICAL CONSIDERATIONS 15
1.9 CHAPTER OUTLINE 16
1.10 CONCLUSION 17

CHAPTER 2 ..... **18**

LITERATURE REVIEW **18**

2.1 INTRODUCTION 18
2.2 SIGNIFICANCE OF LITERATURE REVIEW 18
2.3 KNOWLEDGE 19
2.3.1 Types of knowledge *19*
2.3.1.1 Tacit knowledge 20
2.3.1.2 Explicit knowledge 20
2.3.2 Sources of knowledge *20*
2.4 THE KNOWLEDGE ECONOMY 21
2.5 THE CONCEPT OF KNOWLEDGE MANAGEMENT 21
2.5.1 Definition of Knowledge Management *22*
2.5.2 The role of Knowledge Management *22*
2.5.3 The Knowledge Management process *25*
2.5.3.1 Knowledge acquisition 25
2.5.3.2 Knowledge Creation 26
2.5.3.3 Knowledge storage 26
2.5.3.4 Knowledge sharing and transfer 26
2.5.4 Knowledge Management systems *27*
2.5.4.1 Community of Practice 27

2.5.4.2 Knowledge harvesting interviews ... 27
2.5.4.3 ICT related systems ... 27
2.5.4 Barriers to knowledge sharing and transfer ... 27
2.5.5 The benefits of Knowledge Management ... 29
2.5.6 Knowledge Management enablers ... 29
2.5.6.1 Organisational Culture ... 30
2.5.6.2 Leadership ... 30
2.5.6.3 Information Technology ... 30
2.5.7 KM in Africa ... 31
2.5.8 KM in the public sector in South Africa ... 32
2.5.9 Knowledge Management and organisational performance ... 33
2.6 THEORETICAL FRAMEWORK ... 34
2.6.1 Leadership ... 34
2.6.2 Leadership theories ... 34
2.6.2.1 Trait theory ... 34
2.6.2.2 Behavioural theory ... 35
2.6.2.3 Charismatic leadership ... 35
2.6.3 Leadership styles ... 36
2.6.3.1 Participatory or democratic leadership ... 36
2.6.3.2 Situational leadership ... 36
2.6.3.3 Authoritarian or autocratic leadership ... 37
2.6.4 Informal leadership ... 37
2.7 CONCEPTUAL FRAMEWORK ... 38
2.7.1 Transformational leadership ... 38
2.7.2 Transformational leaders and KM ... 39
2.8 CONCLUSION ... 39

CHAPTER 3 ... 42

RESEARCH METHODOLOGY ... 42

3.1 INTRODUCTION ... 42
3.2 APPROACHES TO RESEARCH ... 43
3.2.1 Quantitative approach ... 43
3.2.1.1 Main steps in Quantitative research ... 44
3.2.2.1 Characteristics of qualitative research ... 46
3.2.2.2 Qualitative research process ... 47
3.3 RESEARCH DESIGN ... 49
3.4 DATA COLLECTION ... 49
3.4.1 Interviews ... 49
3.4.2 Focus groups ... 51
3.4.3 Secondary data ... 51
3.5 DATA PRESENTATION ... 51
3.6 SAMPLING ... 52
3.7 DATA ANALYSIS ... 53
3.8 RELIABILITY AND VALIDITY ... 53
3.9 CONCLUSION ... 54

CHAPTER 4 ... 55

PRESENTATION OF RESEARCH FINDINGS ... 55

4.1 INTRODUCTION 55
4.2 DEMOGRAPHICS OF THE PARTICIPANTS 55
4.2.1 Gender 55
4.2.2 Job titles 56
4.2.3 Qualifications of the participants 57
4.2.4 Age of the participants 57
4.2.5 Computer literacy 58
4.3 INTERVIEW RESPONSES 59
4.3.1 Definition of Knowledge Management 59
4.3.2 Knowledge of KM policy frameworks 60
4.3.3 Benefits of Knowledge Management 61
4.3.4 Knowledge Management practices at LPT 62
4.3.5 Participation in KM programmes 62
4.3.6 Knowledge Management status quo at LPT 63
4.3.7 The role of leadership in KM 63
4.3.8 KM as a strategic objective of LPT 64
4.3.9 Organisational Culture as a KM enabler 65
4.3.10 Information Communication Technology (ICT) infrastructure as a KM enabler 66
4.3.11 Leadership trends at LPT 67
4.3.12 Approaches for improving KM at LPT 68
4.4 FOCUS GROUP DISCUSSIONS 69
4.4.1 Definition of Knowledge Management 69
4.4.2 Knowledge of KM policy frameworks 70
4.4.3 Benefits of Knowledge Management 70
4.4.4 KM practices at LPT 71
4.4.5 Participation in KM programmes 71
4.4.6 KM status quo at LPT 72
4.4.7 Role of leadership in KM 72
4.4.8 KM as a strategic objective of LPT 73
4.4.9 Organisational culture as KM enabler 73
4.4.10 ICT infrastructure as a KM enabler 74
4.4.11. Leadership trends at MMS level 75
4.4.12 Approaches for improving KM at LPT 76
4.5 DATA OBTAINED THROUGH DOCUMENTARY ANALYSIS 77
4.5.1 The state of Knowledge Management at LPT 77
4.5.2 Definition of KM for LPT 79
4.5.3 Legal and regulative framework 79
4.5.4 KM Strategic objectives for LPT 79
4.5.5 KM Enablers 81
4.5.6 Skills capacity of the SMS members of LPT 83
4.5.7 KM as a Strategic Objective 83
4.6 CONCLUSION 84

CHAPTER 5 85

ANALYSIS OF THE RESEARCH FINDINGS 85

5.1 INTRODUCTION 85
5.2 KNOWLEDGE AND UNDERSTANDING OF KM CONCEPTS 86

5.3 LEADERSHIP DEFICITS FOR KM AT LPT 89
5.4 KM AS A STRATEGIC PRIORITY AT LPT 89
5.5 LEADERSHIP TRENDS AT LPT 90
5.6 STRATEGIES FOR IMPROVING KM 92
5.7 CONCLUSION 94

CHAPTER 6 95

CONCLUSION AND RECOMMENDATIONS 95

6.1 INTRODUCTION 95
6.2 SYNOPSIS OF THE CHAPTERS 95
6.3 CONCLUSIONS 96
6.3.1 Participants' knowledge and understanding of KM 96
6.3.2 Knowledge Management at LPT 97
6.3.3 Leadership style 97
6.3.4 Causes of leadership deficits 97
6.4 RECOMMENDATIONS 98
6.5 FUTURE RESEARCH STUDIES 99
6.6 CONCLUSION 100

LIST OF REFERENCES 101

ABBREVIATIONS

APP	-	Annual Performance Plan
CD	-	Chief Director
CFO	-	Chief Financial Officer
CoP	-	Community of Practice
DD	-	Deputy Director
DDG	-	Deputy Director-General
DPSA	-	Department of Public Service and Administration
EXCOM	-	Executive Committee Meeting
HOD	-	Head of Department
HRD	-	Human Resource Development
ICT	-	Information and Communication Technology
KM	-	Knowledge Management
KMS	-	Knowledge Management System
KMSC	-	Knowledge Management Steering Committee
KPA	-	Key Performance Area
KRA	-	Key Result Area
LPT	-	Limpopo Provincial Treasury
MEC	-	Member of the Executive Council
MMS	-	Middle Management Service
OTP	-	Office of the Premier
PAIA	-	Promotion of Access to Information Act
PMDS	-	Performance Management and Development System
SA	-	South Africa
SADC	-	Southern African Development Community
SMS	-	Senior Management System

CHAPTER 1
INTRODUCTION

1.1 INTRODUCTION

The world is operating within a Knowledge Economy. Knowledge Economy means that the role of knowledge has gained more importance as equated with natural resources, physical capital and low skilled labour (Brinkley, 2006). This modern economy brings along great prospects for the private and public sector alike (Cong & Padya, 2003). The Knowledge Economy is driven by innovation and ideas; local economic outcomes increasingly depend on local idea generation (Davis & Dingel, 2012). Brahma and Mishra (2015) observe that many businesses are functioning in the knowledge age, thus production and other economic resources are replaced by knowledge resources. South Africa is part of the global village and therefore needs to become more competitive with its counterparts (Molete, Dehinbo & Dehinbo, 2015).

The purpose of Knowledge Management (KM) is to create systems that facilitate the transformation of intellect into practices that can be put into use (Abrahamson & Goodman-Delahunty, 2014). Governments need to take initiatives to adopt systems used by the privately owned business and apply these to the public sector in order to realise the full benefits of Knowledge Management. Understanding key issues and opportunities as well as addressing challenges in KM will assist in exploring and exploiting the field (Cong & Padya, 2003).

The leadership of an organisation develops business strategies which determine an organisation's vision. Knowledge Management systems require leaders who lead a strong dedicated leadership needed for change in cultural practices (Bixler, 2002). Leaders develop KM vision; promote knowledge sharing practices and continuous knowledge creation.

Berraies, Chaher and Yahia (2014) observe that leadership is a significant factor in influencing the knowledge creation process. Organisations should know that it is more effective to tap into the knowledge of the entire organisation in developing the future vision (Knoco, 2014). The staff often knows more about where improvements can be made than the leadership, and often have a better idea of what work is delivering value, and what can be discarded. Involving all staff in the process of reinventing an organisation should start from a higher level of commitment.

Directive and supportive leadership styles affect Knowledge Management practices negatively while consulting and delegating style are positively associated with KM (Singh, 2008). As such, Transformational leadership has been emphasised for its ability to enhance knowledge acquisition. It contribute positively to employee motivation create and share new knowledge. It is important that managers recognise KM enablers in order to enhance KM in the organisation (Berraies *et al*., 2014)

The purpose of this research was to examine the role which leadership has in the successful implementation of KM in the Limpopo Provincial Treasury (LPT). The understanding is that the success of KM depends on crafting suitable leadership, organisational culture, business structures and processes and operational resources (Kayani & Zia, 2012). Leadership has often been identified as a KM enabler. Managers need to adopt leadership styles which will encourage and empower knowledge workers (Berraies et al., 2014).

This explanatory study investigated the factors that led to leadership deficits for Knowledge Management at LPT. This was done by conducting interviews with Senior Management members and focus group discussions with Middle Management members in order to understand which Knowledge Management issues should take precedence at LPT. The study also assessed the state of KM practices, the availability of other

KM enablers and the leadership trends at LPT as discussed during the literature review.

1.2 BACKGROUND

Since the early 1990s, organisations in North America have invested a lot of resources in KM systems with the hope of enhancing organisational performance, achieving more innovation and improved decision-making (Abrahamson & Goodman-Delahunty, 2014). Lack of support and providing clear direction by the organisational leadership has been identified as one of the impediments to achieving such prospects in Canadian Police Organisations (Abrahamson & Goodman-Delahunty, 2014). This is because leadership is a vital element in laying a foundation for KM across the organisation. Organisational leadership do not only recognises the larger issues which enhance or impede KM but also identify factors that could have greater impact in achieving organisational goals (Abrahamson & Goodman-Delahunty, 2014).

The Lafarge Company in France prioritises socialisation and personalization strategy (Perrin, Vidal & Mcgill, 2006). It maximises the bottom-up approach and self-organised knowledge networks for social knowledge creation. Knowledge sharing handbooks have been developed to assist the various companies to build knowledge sharing projects (Perrin et al., 2006). Some large organisations in the United Kingdom focus on creating confidence in KM tools, leveraging expertise throughout the employment life-cycle and engaging executives through success stories (Skok, Clarke & Krishnappa, 2013). These companies emphasise that KM success factors are management buy-in, stakeholder participation and comprehensive training. Greater impact in KM is made when leaders model the behaviour they want to promote among employees (Koening, 2004). The World Bank as a best practice organisation in KM has created an infrastructure that supports the growth of Community of Practice (CoP).

Culture and Leadership are both important for KM. Job-oriented cultures have positive effects on motivating employees to create, store, transfer and apply new knowledge, while tightly controlled cultures does the opposite (Chang & Lin, 2015). Effective leadership or leaders who are able to lead organisations, lead people and lead themselves promotes trust and successful implementation of knowledge management which turns to improve organisational performance. Thus, leadership training and development should be prioritised by those organisations considering KM (Koohang, Paliszkiewicz & Goluchowski, 2017).

Selected government organisations in the United Kingdom have set up a website for their employees to submit ideas. This search for focus must be more proactive, more structured and more inclusive. Those public sector organisations which aim to reduce costs and to re-focus on core delivery have tapped into the wisdom of its staff through a structured, face-to-face consultative process such as World Café or Open Space. However, this engagement has to happen early in the process. Despite the uncertainty that still remains about the nature of the scores, the sooner the public sector organisations define their core areas of focus, the more prepared they will be to address challenges. There should be recognition that leaders can exert great influence over those who report to them. If 'the boss' thinks knowledge management is important, then it becomes important for everyone else as well (Knoco, 2014). On the other hand, if the manager repeatedly misses knowledge management meetings, then others will draw the natural conclusion that knowledge management is not a priority.

1.2.1 An African perspective

Kenyan organisations prioritise updating of best practices databases and lessons learned (Mosoti & Masheka, 2010). Other KM practises in Kenya are maintaining a list of subject matter experts, preparing of written training manuals and articles for publication to enhance organisational effectiveness (Mosoti & Masheka, 2010). They further facilitate collaborative teams for various projects even though the team members are physically separated. These types of project teams are called virtual teams. Employees share knowledge and information by project's virtual team (Mosoti & Masheka, 2010). Technology is largely utilised to implement KM practices in Kenyan organisations. However, this does not guarantee success as other pillars of KM such as culture; leadership and strategy are overlooked throughout the process (Mosoti & Masheka, 2010).

The Diamond Trust Bank in Kenya recognises major KM elements such as policies, emails, intranet, individual ideas and organisational structure to enhance knowledge sharing (Kungu, 2016). For Diamond Trust Bank, KM has benefited the organisation by implementing individual ideas to gain competitive advantage in innovation. KM has also increased employee efficiency in making informed decisions (Kungu, 2016).

Water operating institutions in Uganda committed to developing new knowledge internally through establishing Research and Development units, while the same organisation in Kenya uses routine meetings and knowledge audits (Mvulirwenande, Alaerts & Wehn, 2016). Water operators in Uganda share knowledge through regular lunch seminars and Information and Communication Technology (ICT) applications. A repository of people with their personal information and qualifications, staff induction programmes and sharing sessions after attending training were other methods of knowledge sharing at Uganda's National Water and

Sewerage Corporation (Mvulirwenande et al., 2016). This organisation also uses rotation strategy and rewards for best performers to promote KM and foster knowledge application. Benchmarking is usually used to nurture KM at Uganda's National Water and Sewerage Corporation.

Recently, the focus of KM has shifted from general understanding to focusing in Knowledge Management in government organisations (Mbhalati, 2014). However there is still inadequate concentration on the public sector organisations in Africa (Mbhalati, 2014). Public Sectors across the world are experiencing challenges in implementing Knowledge Management (Shields et al., 2000). Mbhalati (2014) emphasise that KM is the greatest feasible option for the public sector in Africa to be transformed. Government departments are knowledge intensive organisations filled with expert knowledge workers. Therefore the forecasts of KM in the public sector is highly positive (Butler & Murphey, 2007) as cited by Mbhalati (2014). In order to reinforce service delivery and improve the life of society, KM has to be prioritised in the public (Mbhalati, 2014).

The National University of Lesotho library has technology based tools efficient for knowledge sharing but they are not utilised (Tahleho, 2016). The University only uses mentorship programmes and job rotation to enhance knowledge sharing. In Zimbabwe, the organisational culture of the government organisations does not promote KM practices (Makambe, 2016). There is little incentive to motivate employees to make an effort in generating new knowledge. The government leadership of Zimbabwe also lacks KM vision and strategy for effective performance and economic growth (Makambe, 2016).

In the Southern African Development Community (SADC) region, the employees of the Namibia Business School developed a knowledge

sharing culture within the organisation (Nangolo, 2016). The staff members use emails, intranet and video conferencing to facilitate routine activities. The organisational environment in the Ministry of Gender Equality and Child Welfare in Namibia allows employees to explore KM; however, the employees lack the motivation to share knowledge due to lack of incentives attached to KM programmes (Mubuyaeta, 2016). Many international law firms have dedicated knowledge management teams in place (Du Plessis, 2011).

1.2.2 The Southern African context

Having a team dedicated to KM is slightly new in the context of South African. South African law firms are usually not in a position to effectively manage knowledge and information. Hence Du Plessis (2011) recommends that all law firms should appoint professionals dedicated to the firm's knowledge management. Many South African law firms are faced with a KM challenge of being unable to share knowledge as bulk content is stored on individual desktops (Du Plessis, 2011). This tends to hinder efficiency and information re-use. In cases where there is a shared folder, the security of the documents can easily be tempered which opens up flaws for breaching confidentiality of clients. Those same files are exposed to incidental harm due to human errors. The absence of a central electronic site limits production and flexibility of attorneys. Electronic messages are stored in individual files which makes them vulnerable to being corrupted (Du Plessis, 2011). Explicit knowledge found in paper at those firms cannot be effectively backed up. KM concepts are not well understood by South African banks, which in turn obstruct KM implementation across the organisation. There are no formal KM policies to add value hence Knowledge Management practices are discussed as a footnote (Chigada & Ngulube, 2015).

A study conducted by Knoco (2016) with 72 South African companies revealed that most of the companies who participated did not share information nor respond to concerns raised by their employees. This led to lack of knowledge on competitor activity. The companies were not flexible and innovative owing to a reluctance to change. Their failure to respond timeously to technological changes had customer service implications. However, these companies were found to perform well in responding to customer complaints, and therefore frequently changed their marketing strategies (Knoco, 2016). Companies need to say up-to-date with new technological developments that could affect the business could be a solution for these companies. The study found that the participating companies were not flexible and responsive to the changing environment. This was largely due to rigid organisational structures being utilised in the construction and engineering sector (Knoco, 2016). Some of the companies observed that KM is embedded in the way they work. A further 27% said they were in progress with KM implementation. The majority of the companies were at an early stage of introducing KM while a few were investigating KM but have not yet started. A minimal number reported that they tried KM and failed and lost interest (Knoco, 2016).

Other organisations prioritised KM areas such as reduction of time to find knowledge, reduced time of competence for new staff, reduced project or operational cost, reduced project or activity cycle time and improved customer satisfaction. The greatest value was derived from KM approaches such as connecting people through communities of practice, improving access to documents through portals, promotion of best practices, learning from experience, improved management of documents, and knowledge retention.

A comparison based on the size of an organisation found that small institutions reached maturity level of KM while medium-sized organisations achieved a higher level. Large institutions achieved lesser than medium-

sized institutions. The largest institution outperformed all other institutions consistently, seemingly achieving KM maturity level easily (Kruger & Johnson, 2013).

South African organisations like Eskom are found to lack the support of the top management to ensure that KM achieves its goal in the organisation (Twum-Darko & Raboshakga, 2015). There were no meetings organised by the management, lack of commitment and no period review of the effectiveness of KM. The top management views KM as important in the organisation but support is limited. Employees are to some extent rewarded for knowledge sharing. KM was implemented because co-workers are reluctant to share problems and solutions. Most supervisors encourage employees to share work-related solutions, which is good for KM. However, they do not organise regular meetings to discuss or to get a view of how the knowledge could be shared in their department (Twum-Darko & Raboshakga, 2015). The biggest challenge is to change individual's behaviour from hoarding knowledge to willingly sharing it. Not all employees take responsibility for KM, and the prevailing notion is that KM is a task for a few designated people (Twum-Darko & Raboshakga, 2015).

Participants use or refer to shared knowledge and believe that the knowledge shared is of good quality. A Knowledge Management System (KMS) is deployed in some companies. The system is accessible from anywhere in the company, which makes it easy to use, although lack of training is a contributing factor to IT deployment in KM. Co-workers and supervisors do not always view knowledge sharing as useful, and supervisors speak about knowledge sharing, but they do not hold knowledge sharing meetings as often as required. Yet KM is significant in relation to employee development, innovation, improving employee competitive advantage, inventory reduction and cost-cutting.

The South African government has previously acknowledged KM as an essential element for an effective and efficient public service (Molete, Dehinbo & Dehinho, 2015). This is due to the fact that governments worldwide are required to handle increased workloads with fewer personnel. Government is also expected to handle the rapid change in electronic communication channels used by its people (Department of Public Service and Administration, 2016). Government is often at the forefront of struggling to embrace new methods of managing information electronically. Knowledge Management has become a primary concern in government; therefore the jobs created in government concentrate on knowledge instead of low skilled jobs with repetitive work. This makes innovation an important task of government (Department of Public Service and Administration, 2016).

A work group in Knowledge and Information Management has been established for the South African Government Information Technology Officers' Council. The Department of Public Service and Administration acknowledged that there is a need to implement Knowledge Management within South African government departments (Molete et al., 2015). The Department of Public Service Administration, in 2002, drafted a KM discussion document as the basis for all government departments to start building KM initiatives. In addition, the DPSA introduced KM as a core management competency for Senior Management Services (SMS) members (Rambiyana, 2015).

In the South African government, appointments of KM officers are at the Deputy Director level downwards. Such appointments are good for policy implementation (Mphahlele, 2010). KM is not regarded high within the South African government; as a result it has been indirectly regarded as a responsibility of middle management. However, it is the Director's level and higher that is more prominent to can advocate KM at executive management meetings. The SMS members have major influence at

departmental executive structures and meetings where lower level managers are usually not represented (Mphahlele, 2010).

KM is also affected by the high staff turnover in South African government (Mphahlele, 2010). This is aggravated by the point that the position for KM Manager in the SA government exist at two different levels. A Knowledge Management manager at this department is at salary level twelve while the same position at another department is at salary level eleven whereas they both do the same job. Therefore the manager at level 11 is more likely to seek for the level which offers more money. Accordingly, time is lost in between the search for better salary and better work opportunities. This makes money a main concern than organisational goals (Mphahlele, 2010). A strong silo mentality exists with the SA public sector making it one of the negative forces against KM.

Co-ordination and co-operation between the national and provincial departments is quite little (Mphahlele, 2010). While a national department may have KM practitioners the provincial government might not have. This leads to lack of continuity and increased frustrations particularly when KM officials in the provinces have to report to the national department. Departments are implementing KM but cannot effectively share best practices. The DPSA organises road shows once or twice a year. These road shows are usually attended in large numbers by bigger institutions which are at diverse phases of KM implementation (Mphahlele, 2010). There is no platform sharing best practices for departments in smaller communities. There is a lack of structured means to monitor and evaluate departmental progress on KM implementation. It places difficulty for departments to recognize existing gaps and irregularities. Policy makers and top managers are not provided with systematic feedback (Mphahlele, 2010).

In Limpopo Province, a German Federal Institute scoping exercise reported that some KM practices were found in the provincial departments. The Department of Education, Provincial Treasury and Cooperative Governance relied mostly on technology based methods while the Office of the Premier had various forums existing in various specialities (Limpopo Provincial Government, 2016). Most of the Limpopo municipalities use the Municipal Manager's Forum and Chief Financial Officers Forum to share best practices (Dikotla, 2016). The Fetakgomo Municipality is the only municipality that has established a knowledge forum which encourages knowledge exchange and benchmarking. The municipality also promotes availability of information on good practice (Dikotla, 2016).

The African Research House conducted a scoping exercise in Limpopo Provincial Government together with the German Federal institute to gather data to assist the Office of the Premier in developing a Provincial KM Strategy; it reported a weak knowledge sharing culture (African Research House, 2012). The report of the exercise conducted by the African Research House and the German Institute indicated that the provincial administration knowledge and understanding about the leveraging of KM for service delivery is poor; they also found that KM prioritisation for leveraging effective service delivery is limited (African Research House, 2012).

The Limpopo Provincial Treasury has occasionally hosted roundtable discussions (Limpopo Provincial Treasury, 2015). The department also encourages participation through professional bodies by ensuring that its employees are registered with the relevant professional bodies' as well as attending conferences organised by such bodies in order to boost knowledge creation. Knowledge harvesting interviews are sometimes conducted with the identified subject matter experts (Limpopo Provincial Treasury, 2015). The department also hosts in-house knowledge management workshops to familiarise staff members with the concept. Exit interviews are used to avoid knowledge loss.

1.3 PROBLEM STATEMENT

There is a problem of leadership deficits in so far as support for knowledge management is concerned. Limpopo Provincial Treasury is tasked with managing and regulating financial management of provincial departments as well as to ensure that all revenue, expenditure, assets and liabilities are managed efficiently and effectively. The LPT has 50 officials at SMS level and 100 officials at MMS level. The composition of SMS includes Directors, Chief Directors and Deputy Directors-General, while the MMS includes Deputy Directors and Assistant Directors.

The African Research house conducted a study in Limpopo Provincial government which found that senior officials and politicians do not understand what KM means (African Research House, 2012). Furthermore, Khosa (2008) states that public sector workers, unlike private sector workers, do not have a clear appreciation of KM in delivering service. The South African public sector fails to appreciate the value of KM in service delivery. Although there are already visible KM practices, they need to be developed further as they do not include all aspects of the knowledge formation procedure (DPSA, 2002). The duplication of work and lack of innovation in South African government departments is caused by the lack of knowledge sharing practices (Molete et al., 2015).

A research study conducted at LPT during 2015 found that there is inadequate leadership in LPT to put more emphases in KM as well as strategically prioritising KM (Rambiyana, 2015). The African Research House (2012) conducted a study which focused on general KM practices and did not establish the role which leadership has in the successful implementation of KM. Management support is important for KM as they provide guidance and necessary resources (Razi & Karim, 2010). Knowledge Management is a management tool therefore it is important

that the understanding of KM by the leadership of LPT be analysed for the successful implementation of KM initiatives at LPT.

1.4 PURPOSE STATEMENT

The purpose of this study was to examine the role that leadership has on successful implementation of KM at LPT, present the findings on KM and leadership at LPT and interpret and analyse the findings on KM and leadership. The study concludes with recommendations on leadership strategies for consideration at LPT.

1.5 RESEARCH QUESTIONS

The study aimed to address the following questions:

- What are the causes of leadership deficit on KM at LPT?
- Does the leadership of LPT understand what KM is?
- What are the trends of leadership of LPT on KM?
- Which leadership strategies are suitable for recommendation at LPT?

1.6 SIGNIFICANCE OF THE STUDY

Knowledge Management is known for enhancing organisational performance (Ngcamu & Sanjana, 2011). However, in order for an organisation to derive the benefits of KM, there is a need to successfully apply the KM enablers. Leadership is a well-researched KM enabler (Berraies et al., 2014); its deficit at LPT has directly affected the success of KM. This study is significant to LPT as the findings of the study will assist LPT management to design strategies which the leadership can use to promote KM. The results of the study will also assist the KM officers to increase their knowledge in the subject matter. The study will further add

new knowledge to the KM discipline as well as providing a foundation for other researchers to conduct further studies in the near future.

1.7 LIMITATIONS OF THE RESEARCH

The scope of this study is limited to the Limpopo Provincial Treasury only. The findings of the research are applicable to the members of the Limpopo Provincial Treasury only.

1.8 ETHICAL CONSIDERATIONS

Research concerning human subjects needs to be ethical in its conduct and in the use of its findings (Kumar, 2014). Ethical approaches to research needs understanding of what makes individuals what they are. By itself, ethics is linked to epistemology and politics (Kumar, 2014). An attempt to separate the two elements may be justified to offset the impact of bias on the conduct of the researcher and to ensure that the research practicalities do not come to justify dubious ethical practices. The three elements cannot be fully disaggregated (Kumar, 2014). As such, what some may consider being ethical, others will criticise. The tensions between positivist, interpretivist and critical theories over the connection between and separations of ethics, epistemology and politics create a space in which researchers are forced to justify what they do (Kumar, 2014). As such, researchers feel that they need to justify their actions. The existence of ethics committees formalises the understanding that a researcher is answerable to a broader community (Kumar, 2014).

Ethics is something which should be given careful attention throughout the step of the study and when applying the findings (Wagner et al., 2012). The researcher complied with all ethical guidelines for social science research. This was done by ensuring that informed consent was obtained

from the participants, that privacy and confidentiality was maintained and that all data was reported accurately.

The researcher further exercised diligence in ensuring that the participants did not experience harm, either physically or emotionally. The researcher was aware that truthfulness and transparency are necessary. The researcher obtained approval from the Head of Department (HOD) of LPT to undertake the study. The researcher did not use reciprocity to get the participants to participate in the study. Reciprocity is an exchange between the research and the participant in which the researcher gives something back to those from whom he/she collected data (Wagner et al., 2012).

An introductory letter was attached to the interview guidelines, which indicated to the participants that participation is voluntary. It was further indicated that the participants were allowed to pull out from participating in the study anytime should they fill uncomfortable. Because the researcher is also a staff member of the Limpopo Provincial Treasury, she acted objectively and did not use her employment status or relationship with the participants to coerce their participation in the study.

1.9 CHAPTER OUTLINE

This research report is divided into six chapters.

Chapter one outlines the introduction, background to the study, the problem statement, research objectives, research methodology, significance and limitations of the study.

Chapter two is the literature review, which outlines the direction of the research by exploring relevant theories of Leadership and Knowledge

Management in order to provide conceptual understanding of their relationship and what is known within each area.

Chapter three is research methodology and explains the research methodology the researcher followed to conduct the study. This includes sampling, data collection and analysis methods.

Chapter four presents the research results and analysis. The researcher presents the findings of the study coded in terms of categories, participation and management.

Chapter five presents general analysis of the research including analysis of the data collected through interviews and focus group discussions as well as well as literature review.

Chapter six provides conclusion and recommendations, where the researcher presents findings of the study and also contributes to the existing body of knowledge. The chapter provides recommendations for implementation based on the findings and suggests possible areas of further research in the field.

1.10 CONCLUSION

This chapter provided the introduction of, and background to, the study. It also explained the context in which the study is taking place. The research problem, the purpose of the study as well as the significance of the study were explained. Limitations of the study were revealed. The ethical considerations which the researcher followed throughout the study were explained and the chapter concluded by outlining the structure of this report.

The next chapter presents the literature review.

CHAPTER 2
LITERATURE REVIEW

2.1 INTRODUCTION

The aim of this chapter is to outline the focus of the research and reflect what it is in the area of Leadership that can enhance Knowledge Management (KM) implementation at Limpopo Provincial Treasury. It serves to explore the relationship between Leadership and Knowledge Management. This is done by reviewing the appropriate literature under the field of Knowledge Management and Leadership theories.

The literature sources were acquired from relevant published journals limited to the past ten years. The search strings used were Knowledge Management, KM Enablers, and KM in the public sector, Leadership and Leadership theories. The literature explores the application of Knowledge Management in both private and public organisations as well as the impact which leadership has on successful KM implementation. The point of departure will be firstly to discuss the concept of knowledge management; then move to discuss leadership theories. The conclusion will then focus on discussing their relationships.

2.2 SIGNIFICANCE OF LITERATURE REVIEW

Literature review has been defined by Fink (as cited in Punch 2009:95) as "a systematic, explicit and reproducible method for identifying, evaluating and synthesizing the existing body of completed and recorded work produced by researchers, scholars and practitioners". It is an interpretation of what has been published on a particular topic by recognized academics and researchers (Taylor & Procter, 2008). Reviewing of literature provides the researcher with background of the subject under study as well as important facts the researcher needs to know (Welman, Kruger & Mitchell,

2005). It assists the researcher in ensuring that there is no duplication of previous researches.

A review will equip the researcher with evidence around certain aspects of the problem which has not yet been explored. During a literature review, the researcher has ideas on how to proceed with the study. The review of literature provides the research with a basis for determining measurements and relationships between the variables (Welman, 2005). After the review, the researcher is able to develop various parts of the study. Reviewing literature gives the researcher insights regarding the weaknesses and problems of previous studies. The researcher is able to relate his/her own findings and conclusions to those of past studies. Literature review provides the motivation for undertaking an investigation (Welman, 2005).

2.3 KNOWLEDGE

The nature of knowledge is that of an organisational resource which value increases as it is being applied, which case is the opposite with other resources which decrease (Brajer-Marczak, 2016). Knowledge may be defined as facts, occurrences and relations which were deliberately observed and documented in order to be transferred to others to prompt certain behaviour. Knowledge is strictly linked to humans; therefore it is safe to say that people are the main carriers of knowledge. Knowledge has a intellectual nature which makes it difficult to transfer. It is sometimes contained in a single experience. Knowledge covers personal beliefs, attitudes, values and intuition (Brajer-Marczak, 2016).

2.3.1 Types of knowledge

This theory discusses two types of knowledge, tacit and explicit.

2.3.1.1 Tacit knowledge

Tacit knowledge represents internal knowledge that an individual may possess and could be unaware of (Gundo, 2016). Tacit knowledge is extremely individual and not easy to share with others or formalise (Girard & Girard, 2009). Sánchez, Sánchez, Collado-Ruiz and Tarrasón (2012) suggests that tacit knowledge is sometimes difficult to interpret in an easy form and can be difficult to document. Tacit knowledge is acquired through experience (Micallef, 2015). Sheng et al. (2015) agrees with Micallef that tacit knowledge refers to the expertise based on experiences.

2.3.1.2 Explicit knowledge

Explicit knowledge refers to the expertise or ability which is based on designed work process (Sheng, Hartman, Chen & Chen, 2015). Explicit knowledge is the knowledge that the individual possesses consciously in their mind (Gundo, 2016). Explicit knowledge is formal and specific, which makes it easy to communicate and share (Girard & Girard, 2009). Explicit knowledge is that general knowledge that is context-free (Micallef, 2015).

2.3.2 Sources of knowledge

It is important to understand that knowledge does not exist within the physical structure of an organisation (Al-Gharibeh, 2011). The extensive knowledge needed is spread between structured and unstructured sources; therefore it is crucial to have the ability to acquire such knowledge (Al-Gharibeh, 2011). Organisations need to develop effective measures in order to secure and share existing knowledge (Al-Gharibeh, 2011). Leask et al (2008) describes another pool of knowledge as knowledge banks. Knowledge banks are repositories of stored knowledge, researches, evidence or best practice captured through tools and techniques and shared through websites and tool-kits (Leask et al., 2008). Knowledge can be sourced from human resources, the organisation itself,

technology and the business environment (Castrogiavanni, Ribeiro-Soriano, Mas-Tur & Roig-Tierno, 2015).

2.4 THE KNOWLEDGE ECONOMY

The term knowledge economy was formulated in the 1960s to define a change from traditional economies to other economies which production and use of knowledge is prioritised (Piotrowski, 2015). The World Bank describes four pillars of knowledge economies; these are institutional structures, skilled labour, ICT infrastructure, and innovation. Grimsley (2017) adds that knowledge economy is that economy in which manufacturing of services is based mainly on activities which are rich of knowledge. Knowledge-rich activities encompass the analysis, collection and synthesis of data. Success in a knowledge economy depends on commitment from the employees to improve their skills and expertise, which in return promote innovation and the organisation itself (Grimsley, 2017). As part of shifting away from traditional economies, the knowledge economy is increasingly growing which promote a move from production of tangible to intangible goods (Grimsley, 2017).

2.5 THE CONCEPT OF KNOWLEDGE MANAGEMENT

The concept of Knowledge Management was initiated in the early 1990s in order to deal with the difficulties of increasing competition and the emergent complexity of customer demands (Brahma & Mishra, 2015). Turner and Minonne (2010) support this view, adding that in 1996 it was suggested that each management discipline should encourage managing the knowledge and skills of employees. Gundo (2016) argues that Knowledge Management originated in the late 1970s, when Rogers (1983) and Allens (1977) laid the foundation of how knowledge can be created, applied and incorporated throughout the organisation through information transfer. Gundo (2016) suggests that it was only in the 1990s that

consulting companies started implementing internal Knowledge Management programmes.

2.5.1 Definition of Knowledge Management

Knowledge Management has been defined differently by various authors to describe its multifaceted nature. Leask, Lee, Milner, Norton & Dimple (2008) observe that knowledge management is about empowering employees to improve their method of working and building organisational intelligence by capturing, sharing and using knowledge. For Gundo (2016), Knowledge Management is a process that involves generating, seeking, sharing, using and maintaining the knowledge of an organisation so that its intellectual capital and value can be increased. Turner and Minonne (2010) add that Knowledge Management is concerned with how organisations create, disseminate and measure knowledge-related assets.

2.5.2 The role of Knowledge Management

Knowledge Management is important for the development of any organisation or country (Gundo, 2016). Knowledge Management is further associated with developing, implementing and maintaining appropriate technological and managerial infrastructure to enable organisational knowledge preservation (Ngah & Ibrahim, 2009). Knowledge Management expresses the strategic goals and long-term direction of an organisation to enable knowledge integration (Ngah & Ibrahim, 2009).

The purpose of Knowledge Management is to create intelligent organisations rich with knowledge assets (Wiig, 1997, as cited in Mageswari et al, 2016.) Knowledge Assets are resources which are used to support the storage, sharing and reuse of organisational knowledge (Brahma & Mishra, 2015). Knowledge assets enhance the profitability of the organisations and enable them to sustain it (Tsai, Lu & Yen, 2012).

Knowledge is that ability which a person uses to think creatively, interpret available information and act accordingly. (Beijerse, 2000, as cited by Mageswari, Sivasubramanian & Dath, 2016). Knowledge management provides a platform which increases the flexibility of an organisation in order to focus on its knowledge needs (Ngah & Ibrahim, 2009).

Brahma and Mishra (2015) indicate that organisations are now operating in the knowledge era; therefore economic resources and production have been substituted by knowledge resources. High usage of Knowledge Management Systems leads to higher performance (Kim, Mukhopadhyay & Kraut, 2016). Knowledge process competences and creative organisational learning facilitate the link between Knowledge Management infrastructure and organisational performance. Lee, Kim and Kim (2012) observe that Knowledge Management infrastructure is relevant for organisational performance.

The best way to integrate Knowledge Management in an organisation is through culture. Cultural integration will allow Knowledge Management to become a fundamental part of the whole organisational culture (Turner & Minonne, 2010). Al-Gharibeh (2011) agrees that organisational culture is one of the enablers of knowledge sharing. Leask et al (2008) suggest that building on what works well will lead to better practices. Knowledge management also has its role in creating an organisational culture which leads to increased performance (Brahma & Mishra, 2015).

Using Knowledge Management Systems will have greater benefits for managers whose task environment requires large volumes of information and knowledge (Kim, et al., 2016). Knowledge Management systems are that group of information systems which are useful in the management of the organisational knowledge (Goepp, Caillaud & Rose, 2013). Kim et al (2016) further indicate that Knowledge Management benefits managers who also consult additional sources of codified knowledge. Ngah and

Ibrahim (2009) argue that knowledge may be created and replicated anywhere, and that furthermore, knowledge can be transported from anywhere cost effectively (Ngah & Ibrahim, 2009). This is because knowledge products should be able to reach those who need it anywhere in the world (Ngah & Ibrahim, 2009).

Knowledge Management activities cannot be done without involving employees (Yip, Ng & Lau, 2012). This is because knowledge which should be shared is possessed by individuals (Yip, et al., 2012). Intelligence found in people, which is intangible knowledge, is a source of an organisation's competitive advantage (Yip, et al., (2012). Employee knowledge is a crucial resource for attaining competitive advantage (Yip, et al., 2012). Knowledge Management practices are used for tapping collective wisdom and employees' skills to produce greater organisational knowledge (Brahma & Mishra, 2015). They further add that Knowledge Management practices do not preserve historical legacies only but also facilitate learning of new things and initiating new solutions (Brahma & Mishra, 2015).

Employee involvement or participation has a positive influence on knowledge Management (Yip, et al., 2012). The extent to which employees share information, knowledge and power in the organisation contributes to employee involvement (Yip et al., 2012). They add that people responsible for certain business processes can meet and share in Communities of Practice (Brahma & Mishra, 2015).

Brahma and Mishra (2015) further suggest that Communities of Practice can meet and share with similar organisations. Yip et al (2012) emphasises that Knowledge Management is ultimately about people and therefore should start with them. Brahma and Mishra (2015) argue that Knowledge Management is not the management of reality but is the management of reality which has been influenced by individual

experiences. When knowledge processing is improved it enhances productivity (Brahma & Mishra, 2015).

Organisations must be learning institutions where the entire workforce learns while it works (Brahma & Mishra, 2015) and furthermore, the culture of an organisation should encourage knowledge sharing. Most knowledge management initiatives focus on explicit knowledge only (Brahma & Mishra, 2015). Brahma and Mishra (2015) suggest that organisational culture has an enormous impact on knowledge management, although many organisations undervalue it. Kamhawit (2012) explains that knowledge management skills do not necessarily increase an organisation's performance. Ngah and Ibrahim (2009) explain that organisations do not need labour capital but knowledge capital. Managers need the support of the authority in order to improve internal resources, capitalise on its strengths and capture opportunities (Ngah & Ibrahim, 2009).

2.5.3 The Knowledge Management process

This section discusses knowledge acquisition, knowledge creation, knowledge storage and knowledge sharing as processes for effective knowledge management. Technology has a critical role in creating, storing and sharing explicit knowledge and making it easily accessible (Oye, Salleh, Mazleena & Noorminshah, 2011).

2.5.3.1 Knowledge acquisition

Knowledge acquisition is the retrieval of relevant and valuable knowledge from individuals (Mageswari, et al., 2016). International alliances strengthen the effect of knowledge creation on innovative performance (Zhang, Shu, Jiang & Malter, 2016). Zhang et al (2016) indicate that organisations engaged in strategic alliances facilitate knowledge creation, knowledge acquisition and innovative performance.

2.5.3.2 Knowledge Creation

Knowledge creation is the ability to create new knowledge using the knowledge which has been acquired from either inside or outside the organisation appropriately (Mageswari, et al 2016). Inter-organisational co-operation and competition increase knowledge acquisition (Zhang, et al., 2016).

2.5.3.3 Knowledge storage

Knowledge storage is the accumulation of documented knowledge through information technology applications (Mageswari, et al., 2016). Intranet programmes such as SharePoint are the basis for knowledge storage and sharing as it reaches every employee (Stok, Clarke & Krishnappa, 2013).

2.5.3.4 Knowledge sharing and transfer

Knowledge sharing involves bidirectional flows of knowledge between individuals (Mageswari, et al., 2016). It is important for managers to know which knowledge enablers can create an environment which is conducive for Knowledge Sharing (Al-Gharibeh, 2011). Al-Gharibeh (2011) notes that knowledge sharing is enabled by knowledge strategy, organisational culture, information technology infrastructure, and the expertise of leadership. There are motivating and demotivating factors which influences knowledge sharing at workplaces (Oye, et al., 2011). Knowledge sharing activities within organisations can be on individual or organisational level (Oye, et al., 2011).

Knowledge sharing at both levels is crucial for knowledge management to be effective (Oye, et al., 2011). Knowledge sharing and transfer should be at organisational networks in order to build knowledge assets (Al-Gharibeh, 2011). Al-Gharibeh (2011) adds that transferring knowledge is a vital part of knowledge sharing. Managers are not required to control the knowledge transfer process but to support and facilitate it (Al-Gharibeh, 2011).

2.5.4 Knowledge Management systems

Knowledge Management Systems are developed applications which are used for managing organisational knowledge (Degafu, 2016).

2.5.4.1 Community of Practice

Community of Practice are group of individuals who have the same concern or same challenges, or passion about a certain issue and plan to expand their knowledge and expertise in that area by continuously interacting (Kim, 2016). Kim (2016) further adds that a Community of Practice is that set-up of people who experience similar challenges or interests and plan to seek ways of attaining resolutions by sharing best practices and ideas.

2.5.4.2 Knowledge harvesting interviews

Knowledge harvesting is defined as an interview-based method for gathering tacit knowledge from those who poses it and storing it so that it can be available to others (American Productivity Quality Centre, 2012).

2.5.4.3 ICT related systems

Information Technology related systems are used for categorising and sharing of best practices, for creating knowledge directories of subject matter expertise and creating online knowledge networks for employee dialogues within the organisation (Alavi & Leider, 1999). Examples of ICT systems are softwares for document and content management, online portals and intranet (Degafu, 2016).

2.5.4 Barriers to knowledge sharing and transfer

Knowledge management process capabilities are negatively affected by many things such as lack of collaboration, learning culture, top

management support and information technology support (Lee, Kim & Kim, 2012). Below are the common barriers to knowledge sharing:

Individual Cultural differences

Solli-Saether, Karlsen and Van Oorschot (2015) suggest that individual cultural differences can hamper knowledge sharing. Friesl, Sackmann and Kremser (2011) concur with Han, et al (2015) that cultural imprint can affect knowledge sharing.

Organisational arrangements

Strategic misalignment is also known to influence knowledge sharing (Solli-Saether, et al., 2015).

Time

Time pressures have caused constrains to knowledge transfers in medical procedures (Lim, Jarvenpaa & Lanham, 2015).

Patenting or Secrecy

Patenting or secrecy, also known as knowledge protection is a major barrier at different environments (Lim, Jarvenpaa & Lanham, 2015).

Age

The age of the person possessing the knowledge has a negative effect on knowledge sharing in the workplace (Oye, et al., 2011). There is a stereotype that older workers are insecure and feel threatened by young workers and therefore prefer to hoard knowledge (Oye, et al., 2011). Oye, et al (2011) suggests that young workers need to encourage older colleagues to share their knowledge with them.

2.5.5 The benefits of Knowledge Management

Managers need to pay attention to aspects that are crucial in establishing and sustaining an organisation's competitive advantage (Turner & Minonne, 2010). Employees' knowledge and skills are critical aspects which maintain competitive advantage (Turner & Minonne, 2010). Establishing and maintaining an organisation's competitive advantage requires proactive management attention. Turner and Minonne (2010) argue that competitive advantage can only be achieved through Knowledge Management.

Organisations are able to benefit from Knowledge Management at all levels (Mageswari, et al., 2016). The following are some benefits of implementing knowledge management as proposed by Mageswari, et al (2016):

- Knowledge Management facilitates learning, therefore enhances the capacity to adapt and be flexible.
- Knowledge management increases job satisfaction.
- Knowledge management creates a conducive environment.
- Human error is minimised.
- Wastage is reduced.
- Cost is minimised.
- More ideas are generated which will enhance the overall capability of the organisation.

2.5.6 Knowledge Management enablers

Enablers of knowledge management are those tools for an organisation to develop new knowledge and create, share and preserve knowledge within the organisation (Zafarghandi, 2016). They are also the blocks necessary to improve the effectiveness of knowledge management practices.

Different authors have revealed various KM enablers; however, the most common KM enablers are organisational culture, leadership and technology.

2.5.6.1 Organisational Culture

The organisational culture within an organisation can encourage or prevent knowledge management (Zafarghandi, 2016). Organisational culture should support knowledge management in organisations. A changing culture is a difficult aspect in knowledge management as it deals with issues and practices embedded in organisational business practices (DPSA, 2016). Changing government cultures is even more difficult due to the wide variety of stakeholders involved with government.

2.5.6.2 Leadership

Leadership is positively associated with the realisation of knowledge management and enhances the effectiveness of knowledge management projects (Zafarghandi, 2016). Leadership style is a significant aspect in shaping the success and determining the prospects in KM implementation (Kuo & Lee, 2011). Political and administrative leadership and ownership are essential to the successful implementation of KM (DPSA, 2016). The leadership in the public sector plays a critical role in ensuring a positive culture that promotes shared beliefs and values within the organisation to support information flow as a key component of KM.

2.5.6.3 Information Technology

Information technology (IT) is largely used to link individuals who possess reusable knowledge with those who need the knowledge and encourages open discussions between individuals (Elwany & Mahrous, 2016). It is regarded as a mutual channel for knowledge banks. Interest in information technology is necessary to expand KM practices. KM structures provide grate rewards due to their capacity to exploit existing knowledge (Elwany

& Mahrous, 2016). Information Technology expedites the usage of knowledge, and assists organisations to realize the anticipated benefits.

Information Technology infrastructures assist organisations to manage and control all internal and external organisational relevant data sources systematically (Zafarghandi, 2016). Organisational databases can be properly maintained and be regularly updated through technology to secure organisationally valuable information. The quality of information is controlled in terms of accuracy and validity through technology. Information is the basis of many activities and decisions of the organisation and therefore accuracy and validity should be maintained over time (Zafarghandi, 2016). Technology assists in organising information so that access to it is possible with ease.

This section discussed the concept of Knowledge Management. Knowledge Management has important benefits for organisations. Tacit knowledge is the most difficult to express therefore organisations need to put more effort into capturing it and transforming it into explicit knowledge. Regular knowledge audits are necessary to enable organisations to know which knowledge assets exist as well as avoiding knowledge walkouts.

2.5.7 KM in Africa

Public sector organisations are often challenged when it comes to rapid change (United Cities and Local Government of Africa, 2013). Storytelling has been used to convey knowledge of traditional cultures between people and different generations in Africa (Molete, et al., 2015). There has been an increase in KM interventions in development programmes across Africa.

KM is fundamental for institutional learning and informing decision-makers on adaptation policies and programmes for the African continent (Egan,

2012). Africa has a high need for knowledge resources for overcoming KM barriers.

While most countries are faced with financial and technological barriers in their endeavour to implement KM, other countries lack plans and dedicated KM officers to implement KM. The United Cities and Local Government of Africa (UCLGA) (2013) reports that there is an absence of shared drive within the public service. Practices are not standardised, and there is no collaborative approach to core work projects. The UCLGA (2013) reports that institutional memory rests with a small number of employees and is not being shared across the organisation.

2.5.8 KM in the public sector in South Africa

South African government departments apply Knowledge Management within respective units to some degree but sharing information outside the unit is not happening (Molete, et al., 2015). A study undertaken at selected KwaZulu-Natal municipalities found that there is a need for knowledge leaders within the public sector to align KM with strategic plans linked to the Performance Management Systems (Ngcamu & Sanjana, 2011). The existing KM strategies in South African municipalities need improvement. Knowledge Management should form part of Key Result Areas (KRAs) for all employees; this will instil a sense of commitment to knowledge sharing. Ngcamu and Sanjana (2011) further suggest that municipalities should use their public participation platforms to extract indigenous knowledge. They should also consider investing in human capital with rewards to encourage knowledge transfer for innovation.

Knowledge is a key resource in the information-based economy, and there is a need to strengthen KM for improved organisational performance in the public sector. In many instances, there is no system in place for converting

tacit to explicit knowledge (Ngcamu & Sanjana, 2011). Communities of Practice are necessary to create value for improving employees' performance. The absence of efficient technological infrastructure also makes it difficult to share knowledge.

2.5.9 Knowledge Management and organisational performance

Performance management is the strategic approach of increasing the performance of employees in order to deliver success to the organisation (Efanga & Ifejiagwa, 2014). Ovidiu-lliuta (2014) agrees that performance management comprises those activities which ensure that organisational goals are achieved in an effective and efficient manner. The purpose of performance management is to transform the potential of employees by motivating them (Kandula, 2006).

Knowledge Management uses the ideas and experience of employees and other stakeholders to enhance the performance of the organisation (Leask et al., 2008). Knowledge management practise has a positive effect on organisational performance (Brahma & Mishra, 2015). Organisations with no knowledge management maturity perform less well compared to those with knowledge management maturity (Brahma & Mishra, 2015). Promoting conducive work culture facilitates effective knowledge management use and enhances organisational performance (Brahma & Mishra, 2015). Ehtesham et al (2011) agrees with Brama and Mishra (2015) that organisational culture plays a dynamic role in performance management. A prerequisite for the growth of tacit knowledge is an open organisational culture (Sánchez et al., 2012). Ströh (2009, p.69) explains that, "Motivating employees is a key factor in improving work performance". Human resources are increasingly important for organisational performance and achieving the organisation's mission (Ehtesham et al, 2011).

2.6 THEORETICAL FRAMEWORK

2.6.1 Leadership

Leadership is as an ability to inspire or influence a group of individuals toward achieving set goals (Kumar, Adhish & Deoki, 2014). It is when those in leadership position uses influence to inspire, motivate and direct others to change their behaviour in order to achieve goals (Brevis & Vrba, 2014). Leadership plays a crucial role in improving organisational performance (Gelard, Boroumand & Mohammadi, 2014). It is that process which is used to influence employees to work willingly towards achieving organisational goals (Du Toit, Erasmus & Strydom, 2012). A good thing about leadership is that each person has ability to learn and develop leadership skills (Kumar et al., 2014). Individuals have some potential for leadership although others are born with personalities that make it easier to become leaders. It is a common understanding that good leadership is essential to improve the productivity of any organisation (Kumar et al., 2014). Leadership is that complex process of setting goals, motivating other individuals to act, and giving support and motivation to achieve common goals (Giltinane, 2013).

2.6.2 Leadership theories

2.6.2.1 Trait theory

The trait theory was established by Galton and James in the 18th century (Rahman, 2016). It was believed that leaders are born not made. The trait theory put emphasis on the personal attributes of the leader (Lind, 2016). The trait theory is surrounded by the belief that people are born with inherited characters, also known as the leadership gene. It believes that only a limited amount of capacity can be developed (Carmichael, Collins, Emsell & Haydon, 2011). This theory suggests that effective leaders have personalities that separate them from others (Du Toit et al., 2013). Trait

theory emphasises that the personalities of successful leaders are unique (Brevis & Vrba, 2014). The challenge with trait theory is that the traits which a leader possesses might not be related to specific situations. Other authors add that the same personality traits that make some leaders effective could become caustic to their followers (Rahman, 2016). Trait leadership models focus on identifying the traits of successful leaders. The belief is that not much could be done to change basic personality traits (Kumar, Adhish & Deoki, 2014).

2.6.2.2 Behavioural theory

Behavioural theory claims that successful leaders behave differently from unsuccessful leaders (Du Toit et al., 2012). The belief is that leaders can learn the right behaviour (Du Toit et al., 2012). This theory supports the behavioural approach to leadership. It attempts to determine how successful leaders act, communicate, delegate and motivate their employees (Brevis & Vrba, 2014). Behavioural theory of leadership representation concentrates on what the most effective behaviour of a leader is (Kumar et al., 2014).

2.6.2.3 Charismatic leadership

Charismatic leadership is when individuals follow a person because he or she is perceived to be extraordinary and capable with supernatural powers or qualities (Kent, 2016). It emphasises the importance of vision and the ability to influence and build the confidence of others. Transformational leadership is based on the perception which followers have of their leader's extraordinariness (Lind, 2016). Charismatic leaders show sensitivity to the needs of their members that manifests in a leader-follower relationship. The relational view of leadership suggests that charisma is not purely a function of a leader's behaviour but an outcome of the relation between a leader and the needs of the followers (Kent, 2016).

The challenge with charismatic leadership is that charisma exists within the relationship of a leader and a follower, and as such the leader may be considered very charismatic towards one follower but less so by others (Kent, 2016).

2.6.3 Leadership styles

Leadership style can be defined as the manner and approach which those on leadership position use to provide direction for implementing plans as well as motivating individuals. A leadership style used will differ as per personality and situations. It is necessary to understand different types of leadership styled for one's development (Bawant, 2016).

2.6.3.1 Participatory or democratic leadership

Participatory leadership invites input by distributing the authority to make decisions amongst a number of staff. It enables improved employee performance involvement, succession planning and improved efficiency (Mazrouei & Pech, 2015). Participatory leaders create emotional bonds and harmony (Bawant, 2016). This is where there is decentralisation of responsibilities for decision-making purposes. Devolution of re responsibilities encourages accountability by lower staff. Democratic leadership style increases flexibility amongst employees and acceptance of responsibility. It increases staff morale by giving employees a sense of ownership in decision making (Mazrouei & Pech, 2015). Democratic leaders build consensus through participation (Bawant, 2016). Democratic leadership style is people-oriented and counts on the participation and contribution of subordinates (Mugo, 2016).

2.6.3.2 Situational leadership

The situational leader emerged out of the contingency school of management (Hartzell, 2017). Situational theorists believe that there are no universal behaviours or practices appropriate for all leadership

scenarios. It is believed that effective leader's behaviour differ from situation to situation. A situational leader adjusts his or her style to accommodate any limitations that surround the situation (Hartzell, 2017).

2.6.3.3 Authoritarian or autocratic leadership

This involves decision-making by the leader only. It is notable for its lack of consultation with staff which tends to reduce empowerment. Autocratic leadership is extremely effective for rapid implementation (Mazrouei & Pech, 2015). Autocratic leaders tend to be self-centred and allow less contribution from their juniors (Mugo, 2016).

2.6.4 Informal leadership

Informal leadership is when a person who doesn't have formal authority is able to influence the behaviour of others without being given the power an organisation's rules and procedures (Grimsley, 2017). It is that type of leadership exercised without any official authority. Informal leadership has received little attention as a subject though it existed throughout the ages. There was little understanding of the influence and power of informal leaders within the society (Miner, 2013). The difference between formal and informal leaders is that the former has levels of accountability and authority while the other doesn't. It is important that formal leaders maintain a strong relationship with informal leaders within an organisation to ensure the greater social capital and meeting organisational goals (Miner, 2013). Organisations should harness the powers of informal leaders in order to improve production and boost staff morale (Miner, 2013). Informal leaders have existing credibility and respect which can facilitate change.

2.7 CONCEPTUAL FRAMEWORK

Leaders know that effective management is about knowing how to use existing knowledge not possessing the greatest knowledge. The leadership of an organisation develops business strategies which determine organisational vision. A strong and dedicated leader should promote cultural change in order for KM systems to be implemented successfully (Bixler, 2002).

In any organisation, leaders are those who have power to encourage and influence KM processes (Hyat, Hasanvand, Nikakhlag & Dehghani, 2015). Knowledge Management requires conscious efforts from leaders at all levels of the organisation. This is because leaders are highly influential in KM practices. A leadership style that encourages participatory decision-making has skills essential for KM (Politis, 2002). Those in leadership positions should ensure the improvement of knowledge acquisition by creating a supportive environment. There is a need for leaders who are capable of understanding the imperative relationship between KM and corporate procedures and functions.

2.7.1 Transformational leadership

Leadership expert James Macgregor Burns introduced the concept of transformational leadership in 1978. Transformational leaders makes positive changes to those who follow (Carmichael et al., 2011). In this leadership style leaders and followers raise one another to high levels of morals and motivation (Brevis & Vrba, 2014). According to Gelard et al. (2014:67), “Transformational leaders guide organisations from the present to the future and apply suitable changes to support the organisational objectives.” This leadership style improves employee satisfaction, trust and commitment. They motivate followers to do more than expected. Transformational leadership strives to achieve set goals by motivating

their followers and emphasising accountability (Lind, 2016). Transformational leaders are energetic, enthusiastic and passionate (Carmichael et al., 2011). Transformational leadership is a model which inspires and motivates followers by satisfying their crucial needs and allowing them to participate in decision-making (Kunnanatt, 2016).

2.7.2 Transformational leaders and KM

It is believed that transformational leadership is the basis for appreciating the impact of leaders on KM processes (Hahat et al., 2015). Transformational leaders are effective when there is major change and transformation (Gelard et al., 2014).

Transformational leaders are successful in enhancing the organisational environment to better apply KM and improve organisational learning. They stimulate the transfer of both tacit and explicit knowledge within an organisation. Transformational leaders motivate workers to participate in all KM practices (Hahat et al., 2015). They allow organisations to learn new things through experimentation and communication dialogues. Transformational leaders inspire followers to think differently which leads to creativity and innovation (Politis, 2002). These leaders emphasise problem-solving. Knowledge management is important for collective wisdom in problem-solving.

2.8 CONCLUSION

In order to contextualise the matters relating to KM, literature was reviewed to explore the relationship between Knowledge Management and Leadership. The literature shows that indeed the variables discussed above are related to organisational performance. Research conducted on the field of knowledge management and leadership is extensive; however,

due to differences in organisations, the same approaches will not produce the same results for organisations in the same industry or location.

In order to establish if the knowledge management framework could support the expected results, it is necessary to establish which of the discussed theories of leadership is dominating at Limpopo Provincial Treasury. Interacting with SMS will establish if the proposals in the knowledge management framework will enhance the performance of the organisation. Whether the staff members have a sense of purpose and meaning within the organisation or not should be reflected on.

Knowledge management is a valuable means for creating organisational knowledge. Knowledge management promotes an open and sharing environment which in turn enhances productivity and performance. Effective knowledge management practices increase an organisation's competitive advantage. Leadership is an enabler of knowledge management practices. The literature found that technological infrastructure is a critical factor for effective knowledge sharing and harvesting. Participating in Communities of Practice will create a platform for employees to engage on issues which can benefit the department.

Based on the literature, it is evident that KM has long existed. The question is when different industries began its implementation within their companies. The literature reviewed provides ample evidence that leadership has a strong impact on KM, and that knowledge leaders are a necessity for the success of KM. The literature has also found a close link between transformational leadership and knowledge management. It is apparent that public service organisations need to expand or develop KM systems that will support the organisational mandate.

The literature confirms that KM is a major contributor to successful organisational performance. Looking at the theories discussed, employers

should continuously assess the environment in order to establish factors which can contribute to KM success. It also important to establish which leadership theory promotes Knowledge Management practices in order to build effective organisations. The purpose of this literature has been to explore the relationship between the two variables and to establish if the relationship could increase organisational performance.

The next chapter explains the research methods which the researcher followed throughout the study.

CHAPTER 3
RESEARCH METHODOLOGY

3.1 INTRODUCTION

There are basic foundations and theoretical assumptions about what makes a valid research and which are suitable methods in a given study (Thomas, 2010). The way in which people approach research problems and seek answers is termed ‘methodology’ (Kumar, 2014). Methodology in social science relates to how research is conducted. Which methodology to choose is shaped by the purpose and the researcher’s assumptions, interests (Kumar, 2014).

Research methodology is a logical way followed to solve research problems (Kumar, 2008). The science of learning how research is done scientifically is also known as research methodology. It is when several steps that are usually adopted by a researcher in studying her research problem together with the reason that underpins it are studied. The researcher needs to know the methodology not only the research method (Kumar, 2008).

There are many dimensions of research methodology, and research methods institute a vital part of research methodology. The latitude of research methodology is broader than that of research methods (Kumar, 2008). Research methodology does not involve research methods only but also the reasoning behind the chosen methods in the setting of the research study. The methodology explains the reason behind selecting a particular methods or techniques over others in order for the research results to be evaluated easily (Kumar, 2008). Methodology is an approach that influences the researcher’s choice and use of methods or a plan of action that links methods to results (Creswell, 2013).

This chapter discusses the systematic theoretical analysis of the methods applied to the study. It comprises methods, rules and principles associated with the study and provide details of the approach and designs which the research followed, the data analysis and collection methods. The researcher followed the methods as described in the following subsections. Research methodology is important for this study since it helped the researcher to determine which method is most relevant and best suited to the study.

3.2 APPROACHES TO RESEARCH

Research approach represents the decision of the researcher on how to continue throughout the research stages (Wagner et al., 2012). The two types of research approach are qualitative and quantitative. Qualitative study is different from quantitative study. Qualitative study aims to outline the unique patterns followed in a data set rather than to quantifying a large scale of data. The researcher's orientation and how she sees the social world influences the research method used. If the view of the researcher is that the social world is an objective unit that can be defined and understood, then the researcher will use a structured means such as a questionnaire (Cargon, 2007). However, if the researcher perceives the world as unstructured and that its reality depends on human conception or human meaning, and this type of viewpoint will be qualitative.

3.2.1 Quantitative approach

Quantitative research approach is used by researchers in the social sciences that is more formalised in nature (Neuman, 2011). It is comparatively near to approaches applied by researchers in natural science. It stipulates that science is based on positive evidence. This approach favours methodologies such as surveys and experiments. Quantitative research is more structured and controlled. Its scope tends to

be wider and more universal (Neuman, 2011). The quantitative approach can be accurately defined. This research approach provides the researcher with value-free knowledge. The aim of quantitative research is to describe and explain. Quantitative approach is more formal. It uses quantities or numeric data which is analysed through statistical techniques. Quantitative research is more objective, therefore information obtained from a quantitative approach is broader, objective, numerical and quantifiable. The results of a quantitative study can be generalised to the rest of the population (Neuman, 2011).

3.2.1.1 Main steps in Quantitative research

The following are the main steps in undertaking a quantitative research process:

- The researcher test the hypothesis at the beginning
- Ideas are clearly distinctive in the form of variables
- Certain trends can be predicted and described
- Measurements are systemically created before data collection method is decided upon
- It is a very controlled and formalised research process.
- Constructs and concepts are defined explicitly and clearly.
- Data is in numerical form
- The theory is mainly casual and is deductive.
- The procedures are standard and replication is easy
- Analysis proceeds by using statistics, tables and charts

A known disadvantage of the quantitative approach is that it is neither able to take specific cases into account nor does it provide a deep understanding of the phenomenon being studied (Neuman, 2011).

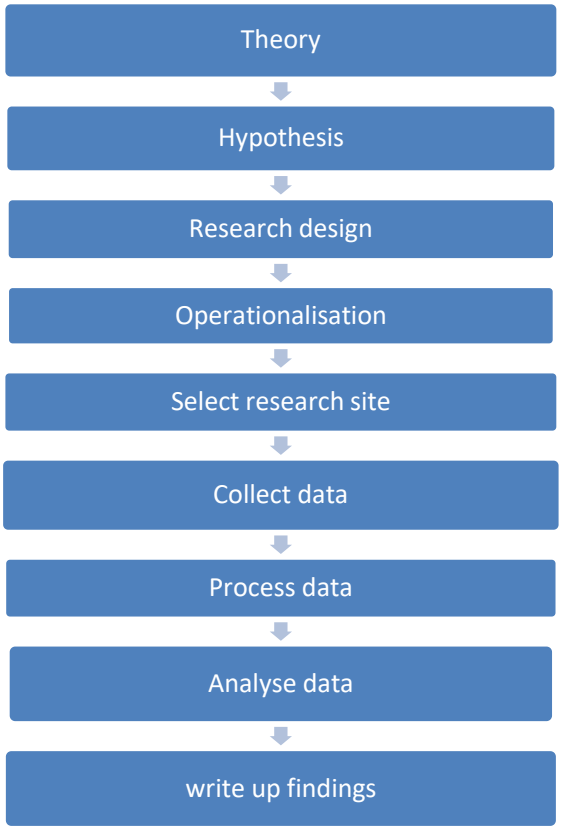


Figure 3.1: Steps in quantitative research process (Adapted from Peltokoski, 2008)

3.2.2 Qualitative approach

The qualitative research is embedded in the viewpoint of what is real or not. This method follows a strict and formally structured set of procedures (Kumar, 2008). It aims to calculate the extent of difference in occurrences. It put emphasis on measuring variables and the fairness of the procedures. This approach relies on validation of a large size of sample. It considers the validity and reliability of findings to be vital, and communicates findings in a logical and collective manner, making conclusions that can be generalised (Kumar, 2014). Qualitative methods are used when the purpose for the study is to explain, evaluate or describe (Cargon, 2007).

In qualitative research, however the focus is on studying the subject within its unique and meaningful social interfaces and stations (Neuman, 2011). The qualitative approach is defined as that approach in which the procedures are more flexible and explained (Mouton & Marais, 1988, as cited in Neuman, 2011). This approach's nature is less defined which makes the investigation to be in a more theoretical manner. Qualitative research is therefore not based on predetermined procedures; instead its procedures, strategies and methodologies for organising, collecting process and analysing data are provided to the researcher.

Qualitative approach is aimed at providing complexity rather than breadth of information. It is acknowledged for its ability to realize basic intentions, feelings, values, attitudes and perceptions (Neuman, 2011). Qualitative research is interpretative, and involves non-numerical data. Qualitative research depends on understanding the background of the phenomenon. Therefore, the information obtained from the research becomes in-depth, non-numerical and subjective. Since small samples are used in qualitative studies the findings cannot be generalised (Neuman, 2011). Qualitative research is evolving rather fundamentally interpretive and strongly prefigured. It is a method of social research that employs no quantitative standards and techniques (Kumar, 2014). Qualitative approach does not quantify data collection and analysis but usually emphasizes words.

3.2.2.1 Characteristics of qualitative research

The following are the characteristics of qualitative research:

- In qualitative research, better and richer understanding can be gained from the study.
- Data collection methods are not restricted to observable behaviour only
- It focuses on understanding human actions in terms of non-observational meanings.

- The researcher learns from specific cases and obtained a broad picture
- It emphasises inter-subjectivity and engagement.
- Reality is viewed from the subject's viewpoint
- It discards the distance created by a quantitative research approach.
- It places emphasis on interpretation and understanding.
- Theories are taken to be in line with the knowledge.
- It is more flexible and open and it can accommodate unexpected events.

The disadvantage of qualitative research is that it uses a small sample so the results cannot be generalised to the rest of the population. It neither predicts nor describes trends (Neuman, 2011). Qualitative research requires a researcher who is highly skilled and sensitive as the approach is time-consuming.

3.2.2.2 Qualitative research process

Wagner et al. (2012, p. 126) explain that, "Qualitative research is concerned with understanding the processes, the social and cultural context which shapes various behavioural patterns". Qualitative approach follows an open, flexible and unstructured method of enquiry. It is grounded on the idea of empiricism. It aims not to quantify but to explore diversity. This approach put emphasis on describing and reciting the feelings, perceptions and experiences of participants rather than their measurement. It doesn't communicate findings in an analytical manner but descriptive and narrative. It places no emphasis on generalisations (Kumar, 2014).

This study took the form of a qualitative research approach. Qualitative studies focus on studying issues within their unique and meaningful social relations and places (Babbie, 2011). This approach is able to study the

relationship between Leadership and Knowledge Management. Qualitative research encourages investigating people in their natural environment (Wagner et al., 2012). The research was conducted at the participants' work place. Interviews were conducted at the participant's offices to make sure that the environment was natural and comfortable.

The study took an explanatory purpose. Explanation purpose addresses questions of why. It is a study that discovers and reports relationships among different aspects of the phenomenon under study (Wagner et al., 2012). The researcher aimed to understand and explain the relationship between lack of leadership in KM and the present leadership trends at LPT. The researcher then identified the possible causes of leadership deficits as far as Knowledge Management is concerned at Limpopo Provincial Treasury.

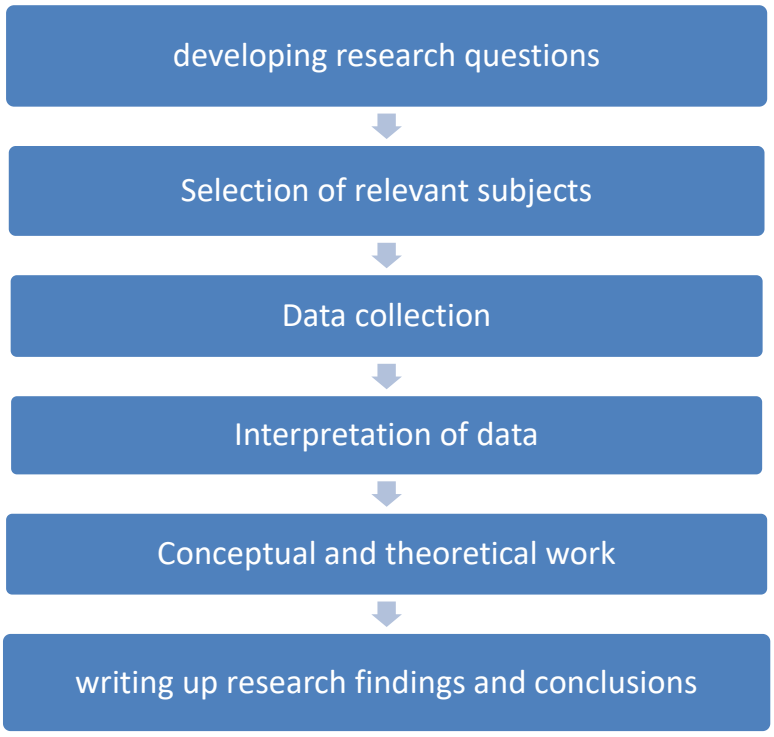


Figure 3.2: Steps in qualitative research process (Adapted from Peltokoski, 2008)

3.3 RESEARCH DESIGN

Research design refers to a form of framework that the researcher follows in conducting a research study (Wagner et al., 2012). The research took the form of basic interpretative study in qualitative research. Basic interpretive study is concerned with understanding the perspectives and views of people involved with a phenomenon and how they interpret their experiences (Merriam & Tisdell, 2015). The general view is that the participants construct a meaning of the world they are interpreting. Participants view the world from the standpoint it has for them. People's experiences create a meaning they have while interacting with other people, including the researcher (Merriam & Tisdell, 2015).

Basic interpretative study aims to describe, understand and clarify individual actions, opinions and attitudes. This study aims to examine the role of leadership in KM at LPT. It does so by explaining possible causes of leadership deficits in KM programmes at LPT as discovered during interviews, focus groups and documentary analysis.

3.4 DATA COLLECTION

Data collection is a critical phase of any research project. Data collection stage determines the realisation of the objectives of the study. Primary data was obtained through interviews and focus groups. Secondary data was attained from departmental documents.

3.4.1 Interviews

Interviews are techniques used to make interpretation about the subject social life by having a research-driven talk whether one-on-one or group based (Kumar, 2014). It is important that researchers conducting qualitative interviews be mindful of the nature of the questions they ask,

the place and time in which they conduct their interviews. This is to ensure a balance between the focus of researcher's attention and priorities and how the subjects interpret it (Kumar, 2008). The researcher's ability to ask open-ended questions and to create an environment conducive for respondents to feel comfortable to answer is an achievement. The researcher needs to maintain a balance between their primary agenda and how the participants interpret of the topic (Kumar, 2014)**.**

Semi-structured interviews were used to obtain data from the Senior Management Members of Limpopo Provincial Treasury. Semi-structured interview is an interview which the researcher conducts following an interview guide with key questions to ask the participant. These interviews allow issues to be explored as they arise (Wagner et al., 2012). The interviewer used an interview guide with a list of themes and questions to be probed. The interview required participants to comment on widely defined issues. Participants were free to expand as they deemed fit, focusing on particular aspects and relating to their own experiences (Jarbandhan & Schutte, 2006). The researcher did not ask leading questions that would have steered participants towards answers that may have been deemed preferable or something she would like to hear, probably because of some personal hidden agenda involving advocacy as opposed to research. This was a social research; therefore the potential for bias, inconsistency and inaccuracies was not overlooked.

The researcher conducted interviews with fifteen SMS members, one at Deputy Director-General level, four at Chief Director Level and ten at Director Level. The interviews were guided by the interview guide; they mostly lasted between 30 to 45 minutes. The interviewer asked probing questions where necessary with an aim of obtaining in-depth facts from the participants.

3.4.2 Focus groups

Focus group discussions were also used to collect data. Focus group interview refers to an interview involving several participants, in which discussions are focused on a particular topic (Wagner et al., 2012). The researcher informally interviewed in a group-discussion setting some middle management employees of the Limpopo Provincial Treasury. The aim of the focus group discussion was to bring forth different viewpoints on Leadership and Knowledge Management. Two focus groups were conducted with the MMS members. The first group had eight participants, while the second group had nine participants.

3.4.3 Secondary data

Secondary data was obtained from the departmental documents such as KM strategy, Workplace Skills Plan, Training Reports, KM implementation plan and KM reports. Departmental documents such as Annual Performance Plan (APP), quarterly and Annual Report were also analysed to determine how Knowledge Management is aligned to the departmental strategies and its performance.

3.5 DATA PRESENTATION

The data is presented according to themes identified during the data collection stage. The identified themes are familiarity with KM, leadership style as a KM enabler and organisational environment such as culture and infrastructure. These themes are aligned to the research questions and the interview guide.

3.6 SAMPLING

When conducting research, it can be lengthy and costly even impracticable for the researcher to access the entire target population the researcher wants to study (Wagner et al., 2012). That is why in most cases the researcher selects a sample from the population. Sampling refers to how the researcher selects a group of individuals to conduct their research with (Wagner et al, 2012). The sample was selected using the non-probability sampling method. Sampling method is the specific means by which the sample is selected (Wagner et al., 2012). Non-probability sampling is non-random; participants are involved in a sample because they offered and willing to participate in the study (Wagner et al., 2012).

A sample is not in fact representative; it rather asserts that a sample is considered to be representative. The major motivation behind sampling is its viability, as the population studied cannot be accessed in its entirety (Mutia, 2016). Sampling was therefore done to increase viability, save costs and to increase accuracy and manageability of research.

Because the study took place at a place of work, convenience sampling was applied. Convenience sampling technique allows the research to ensure that participation in the study does not interfere with work schedules. The sample consisted of officials in Middle Management Services (MMS) and Senior Management Services (SMS) of Limpopo Provincial Treasury. Qualitative research does not usually limit sample size; it instead uses non-random samples which produce limited information about the population from which a sample is nominated.

The researcher used whoever was readily available in order not to interfere with the productivity of the institution. The researcher is an employee of the Department and therefore had access to the contact

details of the sample. The sample was contacted using their email address.

3.7 DATA ANALYSIS

Data analysis is a researcher's pursuit to find patterns in data. It includes reviewing the raw and recorded data, examining, sorting and categorising, the coded data (Neuman, 2011). Data collected during the research was analysed using thematic data analysis. Thematic data analysis is a general method to scrutinizing qualitative data; it involves recognizing recurrent themes or patterns in the data (Wagner et al., 2012).

Thematic analysis focuses on the use of codes and patterns or themes (Wagner et al, 2012). A theme captures important element with regards to the overall research question (Babbie, 2011). The data analysed in this research included interview transcripts and summaries. The researcher sorted the data according to research questions, further compared the collected information in order to determine connections, find sequences and patterns. The researcher was deductive in approach, moving from a general standpoint to the specific data. The data was coded according to responses from participants. The identified codes were then organised into meaningful groups to form themes. The researcher made use of thematic maps to assist with organising information for reporting.

3.8 RELIABILITY AND VALIDITY

Social scientists assess the quality of their measurement method and tools using the reliability and validity approach (Wagner et al., 2012). Ensuring the validity and reliability of the measuring tool used in data collection stage of the research helps to improve the overall quality of the research procedure and end product.

Reliability forecast how consistent the measurements will be (Wagner et al., 2012). It is concerned with replication of the research findings, consistency and dependability. Reliability was improved using triangulation. Neuman (2011) defines triangulation as an idea that looking at something from several positions enhances accuracy. This was done by making use of multiple methods of data collection. Data for this research was attained through three different methods which were interviews, focus group discussions and documents.

Validity refers to the extent at which the researcher is measuring what she or he is expected to measure (Wagner et al., 2012). Validity can be either internal or external. In qualitative research, validity relates to credibility or transferability and trustworthiness (Wagner et al., 2012). Internal validity was increased through the use of member checks. The researcher gave the research results to her informed colleagues for them to review the report.

3.9 CONCLUSION

This chapter outlined the model for the research methodology applied in this study. The research design used in this study were described. The chapter further demonstrated how the researcher collected and analysed the data from respondents, the area of study, the population, and the sampling methods used, the data collection method and procedure followed, and data analysis method.

The next chapter presents the findings of the data collected through interviews, focus groups and documentary analysis.

CHAPTER 4
PRESENTATION OF RESEARCH FINDINGS

4.1 INTRODUCTION

This study focused on investigating the causes of leadership deficits for KM at LPT. This chapter presents data gathered from 15 interviews with SMS and two focus group interviews with 16 MMS members of LPT. The response rate is deemed satisfactory; this was attributed to numerous reminders sent by the researcher to the respondents via phone calls, office visits and short text messages. The same strategy was used to confirm time schedules and interview dates. Key themes were identified in presenting the data. The themes are related to the research questions and literature reviewed in chapter two.

4.2 DEMOGRAPHICS OF THE PARTICIPANTS

Demographical data of the respondents focused on their age, gender, job titles, highest academic qualifications attained and computer literacy. Computer literacy of the respondents is important in order to determine whether the respondents will be able to participate on online knowledge sharing platforms.

4.2.1 Gender

Figure 4.1 shows that a total of 31 respondents participated in the study as follows:

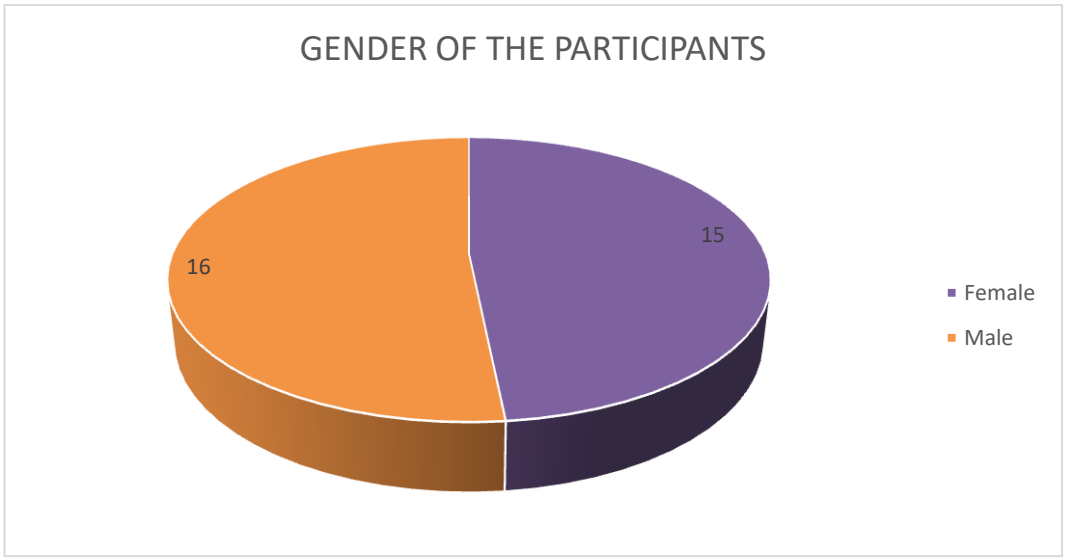


Figure 4.1: Gender of the participants (Researcher's own)

4.2.2 Job titles

Figure 4.2 shows the composition of the respondents as Middle Management Service members and Senior Management Members of the LPT as representatives of the leadership structures in the South African Public Service.

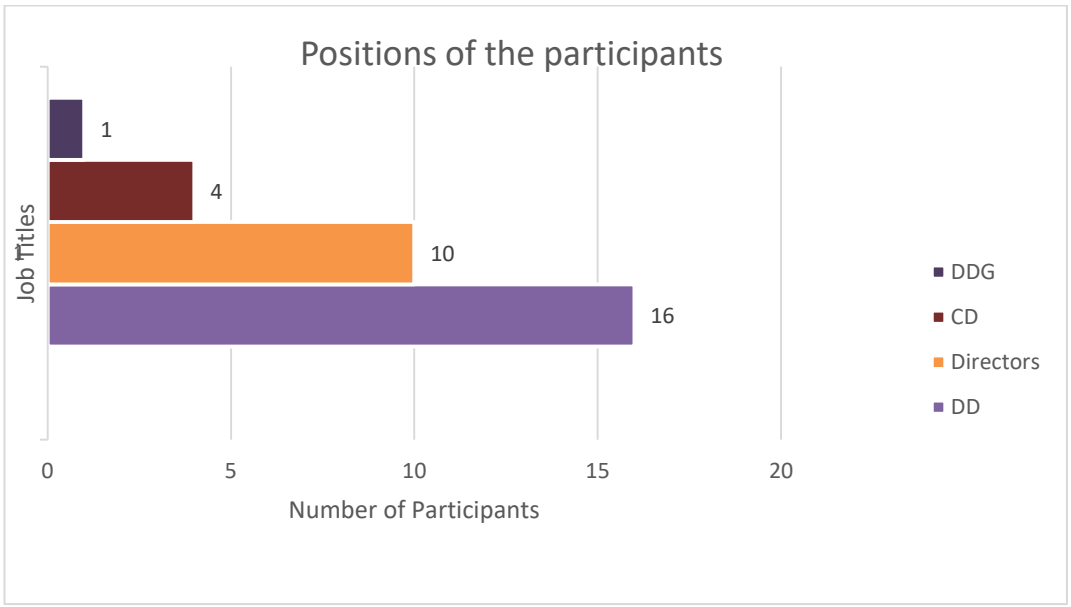


Figure 4.2: Job titles (Researcher's own)

4.2.3 Qualifications of the participants

Figure 4.3 indicates that majority of the participants attained post-graduate qualifications.

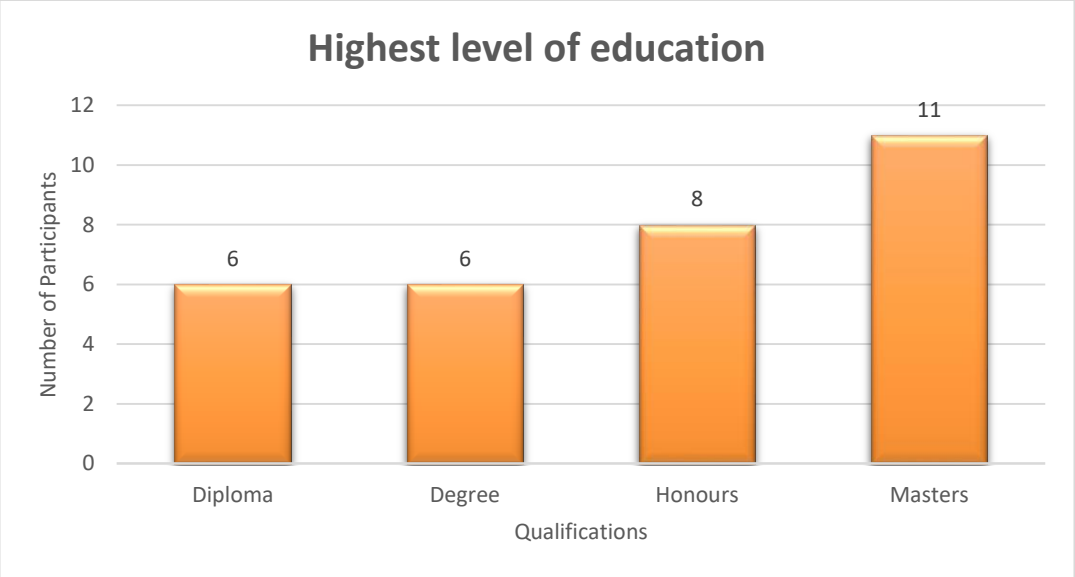


Figure 4.3: Highest academic qualification attained (Researcher's own)

4.2.4 Age of the participants

Figure 4.4 illustrates the age groups of the participants. There were no participants below the age of 35, and the majority of the participants are middle aged.

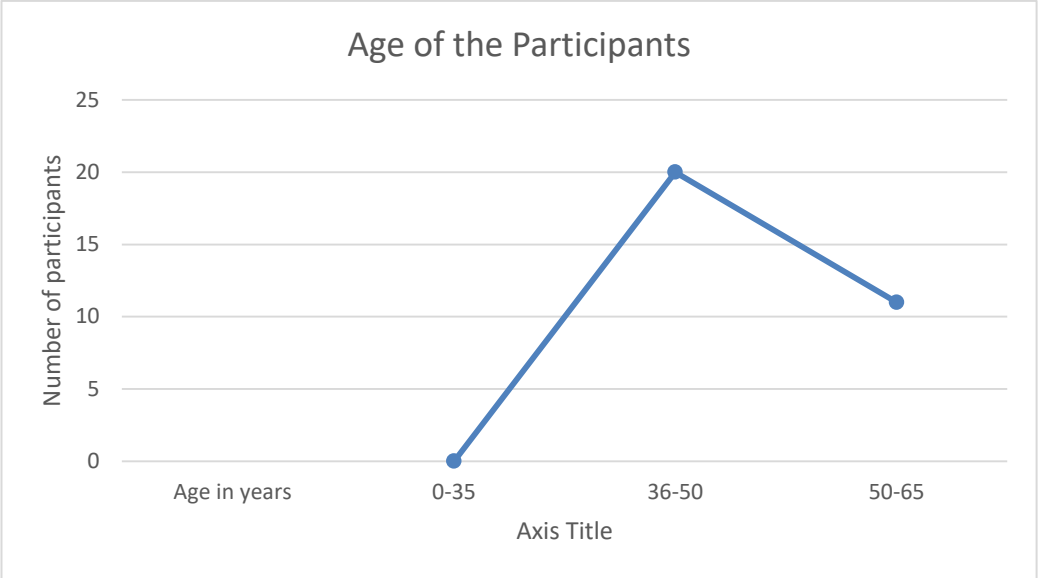


Figure 4.4: Age distribution of the respondents (Researcher's own)

4.2.5 Computer literacy

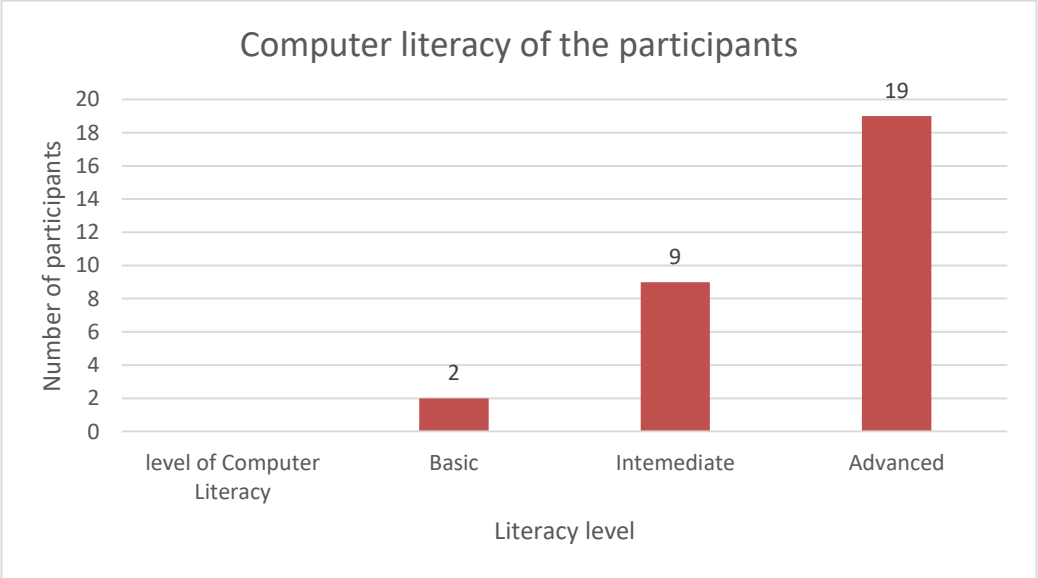


Figure 4.5: Computer literacy level (Researcher's own)

Figure 4.5 depicts how the participants rated themselves on computer literacy. The majority of the participants rated themselves at an advanced level of computer operation.

4.3 INTERVIEW RESPONSES

Interviews were conducted with 15 Senior Management Services (SMS) members between March and April 2017. Each interview lasted between 30 and 45 minutes. The participants were comprised of one Deputy-Director General, four Chief Directors and 10 Directors.

Responses relating to the 1st research question: Does the leadership of LPT understand what KM is?

4.3.1 Definition of Knowledge Management

Participant A defined KM as the ability to take various concepts, history and knowledge and manage it. Participant B added that KM is about making sure that there is continuity within business processes by avoiding knowledge walkout. Participant C and I indicated that Knowledge Management focuses on organisational systems, process and institutional arrangements. The processes involve process-mapping and policies, information hubs such as a library and the organisational culture. Participant K agreed that KM is actually systems and processes but further added that it is also about strategies that are used by organisations to manage their knowledge resources for the purpose of creating value and achieving their strategic goals, and it includes knowledge harvesting, storage, sharing, and maintaining of the information.

Participants D, E, F, L, N and O identified KM as a way of preserving knowledge, transferring the same knowledge, a way of accommodating new knowledge and how to use the same knowledge to improve things in the department. Participant H added that KM contributes to competitiveness of an organisation. Participants M and G related KM to the preservation and reuse of organisational memory to increase innovation and attain competitive advantage.

4.3.2 Knowledge of KM policy frameworks

Participants A, F, I, H, J, L, N and O do not know of any legislation relating to KM. Participants B and C related KM to the Promotion of Access to Information Act (PAIA). Participant D indicated that KM is regulated by archive legislation, library and information management legislation, and the right to access information under the constitution. Participant E indicated that there was a policy framework developed in 2002-2003 on Knowledge and Information Management (KIM). Participant G noted that there was a national KM Strategy developed by the DPSA but never approved by cabinet or government.

Participant I mentioned the National Archives Act No.43 of 1996, Minimum Information Security Standards (MISS), Electronic Communication Act, and Promotion of Access to Information Act. Participant K knew of a Framework called Towards Knowledge Management for the Public Service which was part of a Human Resource Management Course at university. Participant M mentioned that KM is directed by the Protection of Intellectual Property Act.

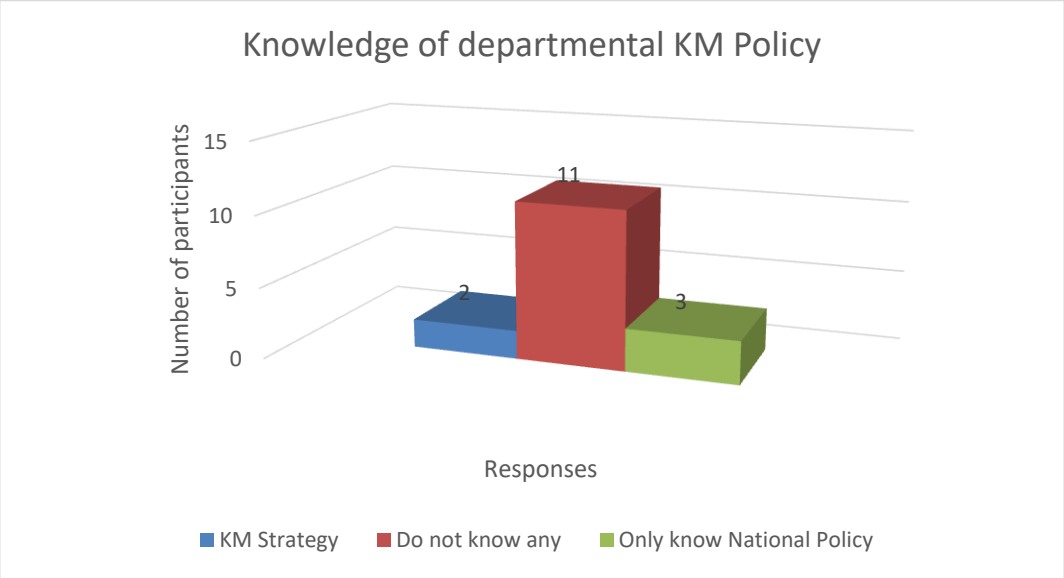


Figure 4.6: SMS Knowledge of departmental KM Policy (Researcher's own)

Figure 4.6 above indicates how the majority of the participants were not familiar with any departmental KM policy. Participants A, C, D, E, F, H, J, N and O did not know of any departmental policy on Knowledge Management. Participants B, I and M indicated that LPT has a KM Strategy. Participants G and K said that there was something though they were not sure what it is. Participant L indicated that there was a draft policy but was not sure if it is approved.

4.3.3 Benefits of Knowledge Management

Participants A, C, D, F, I, J and O agreed that KM enhances the achievement of organisational goals though they could not mention any specific method it uses. The other participants mentioned the following benefits: Participant B said KM saves time, Participant E believed that KM contributes to improved service delivery, empowers officials to render efficient and effective service, and promotes collaboration and integration of various units in the department and province-wide. Participant H understood that KM enhances consistency, continuity and improves performance/productivity of the organisation.

Participant K alleged that KM avoids reinventing the wheel, thus bringing new knowledge over and above the existing information. Participant G supposed that KM generally activates, innovates, facilitates and catalyses the process of attaining organisational goals. Participant L said that KM improves co-ordination. Participant M explained that through KM practices, staff members will access invaluable information to solve problems, and gave reference to innovation and new development. Participant N assumed that KM promotes the identification and dissemination of knowledge and information.

4.3.4 Knowledge Management practices at LPT

Participants A, F and O did not know of any KM practices in place at LPT, while participant B knew of roundtable discussions, structured meetings, website/intranet, bulletins, formal or informal sessions. Participant C mentioned institutional arrangements which outline all formal policies within the department; Participant K agreed and further added the CFO's forum, roundtable discussion, compulsory induction, policies and process mapping, job descriptions and Performance Management and Development System (PMDS).

Participants D, I, G and L knew of a document sharing campaign through MS SharePoint. Participant E mentioned roundtable discussions and knowledge sharing in meetings. Participants H and J noted the informal sharing in the Executive Committee Meeting (EXCOM), meetings and workshops. Participant M knew of Communities of Practice, knowledge harvesting interviews and roundtable discussions. Participant N mentioned the library and communication unit.

Responses relating to the main research question: What are the causes of leadership deficits for KM at LPT?

4.3.5 Participation in KM programmes

All participants agreed that participation in KM programmes/initiatives is a responsibility of every member of the staff. Nine participants have participated in KM programmes/initiatives, six participants have never participated in KM programmes; five of the six indicated that the challenge was conflicting priorities, and one mentioned that an invitation was never received.

Two participants indicated that they are doing enough to support KM. Thirteen participants stated that they are not doing much to support KM. The reasons cited included lack of time for participation, KM vision not being clear, two indicated that KM process should be bottom-up, another indicated that they are consumers of KM programmes, while another indicated that the leadership is not prioritising it and is absent on KM issues.

4.3.6 Knowledge Management status quo at LPT

All participants indicated that the status of KM is not satisfactory. They cited gaps such as failure to retain competent personnel, lack of KM components, lack of progression with technology, individuals perceiving KM as additional work, lack of management commitment, KM not formally existing and little KM awareness

4.3.7 The role of leadership in KM

The participants regarded their role in KM differently. Participants A and F indicated that their role is that of advocacy and creating a platform. Participants B and C said theirs is to share knowledge and participate in KM initiatives. Participant D said is to assist in awareness. Participant E mentioned promoting of co-ordination, integration and knowledge-sharing culture. Participant G cited a role of providing strategic direction and encouraging subordinates. Participant H cited management practice such as determining of available knowledge and knowledge needs.

Participant I indicated that their role is to support, advise and participate, while Participant J said theirs is to use the harvested knowledge for decision-making. Participant K indicated that their role is to benchmark best practice and preserve the gained knowledge. Participant L cited the role of ensuring that knowledge is captured and shared. Participant M said

their role is to harness the available knowledge and use it for the benefit of the department. Participant N cited the role of implementing and utilising available knowledge and Participant O mentioned designing of methodologies that will improve KM.

4.3.8 KM as a strategic objective of LPT

The majority of the participants indicated that KM is not a strategic priority. Participant A said that KM is not directly prioritised; Participant B specified that he had not seen KM anywhere except emails from the co-ordinating unit, and Participant C said KM is going to be a standing item in EXCOM. Participants D, E, H, L and O indicated that KM is not of strategic importance at LPT, while Participant G added that KM does not feature anywhere in the Departmental APP or strategic planning. Participants F and N did not know if KM is strategically prioritised or not. Participants I and J are the only participants who perceived KM as one of the strategic objectives of LPT. Participant K only mentioned that KM is under the Human Resource Development (HRD) directorate. Participant M indicated that KM is beginning to be prioritised since OTP are insisting that KM must receive attention.

4.3.9 Organisational Culture as a KM enabler

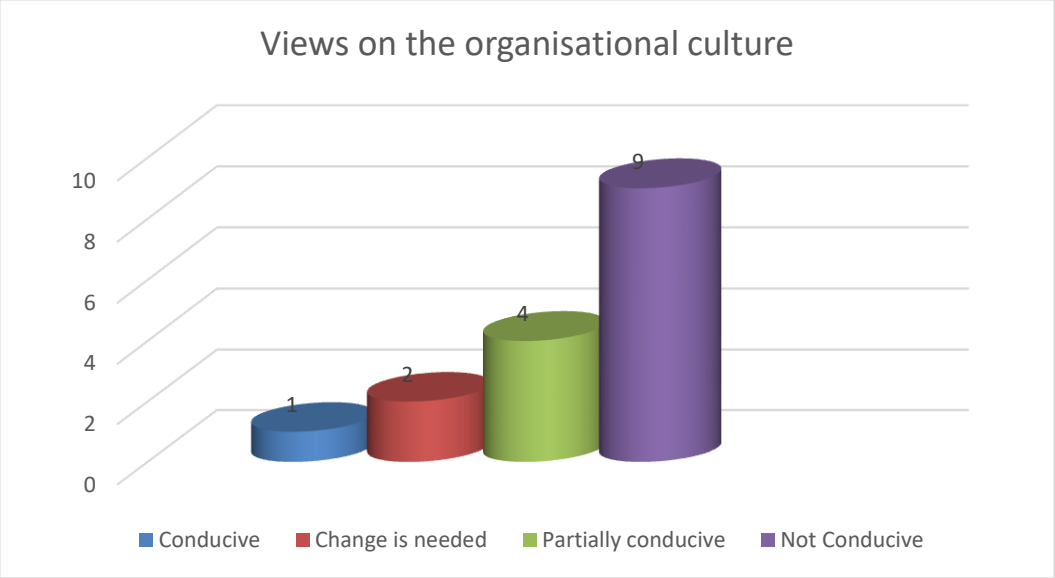


Figure 4.7: SMSs opinion of Organisational Culture (Researcher's own)

Figure 4.6 shows the overall views of the participants on the organisational culture. Participant A indicated that change in the current culture is necessary, however, culture could be created. Participants B, C and F were not sure if the current culture is conducive to KM or not; Participant B further added that LPT does not have a culture of commitment and taking responsibility. Participants D and E indicated that LPT culture is still emerging and there is thus a need to align it to KM practices. Participant G mentioned that there is no culture of information-sharing at LPT. Participants H, J and K think the organisational culture is conducive for KM practices, but added that there is a need to assess its impact. Participant K further noted that such culture is only visible on the transversal forums. Participants I, N and O think the culture is partially conducive, only a few elements are good for KM. Participants L & M think that culture is one of the reasons KM is not successful at LPT and Participant M further added that the limited support to KM initiatives by staff members is an example of culture deficit.

4.3.10 Information Communication Technology (ICT) infrastructure as a KM enabler

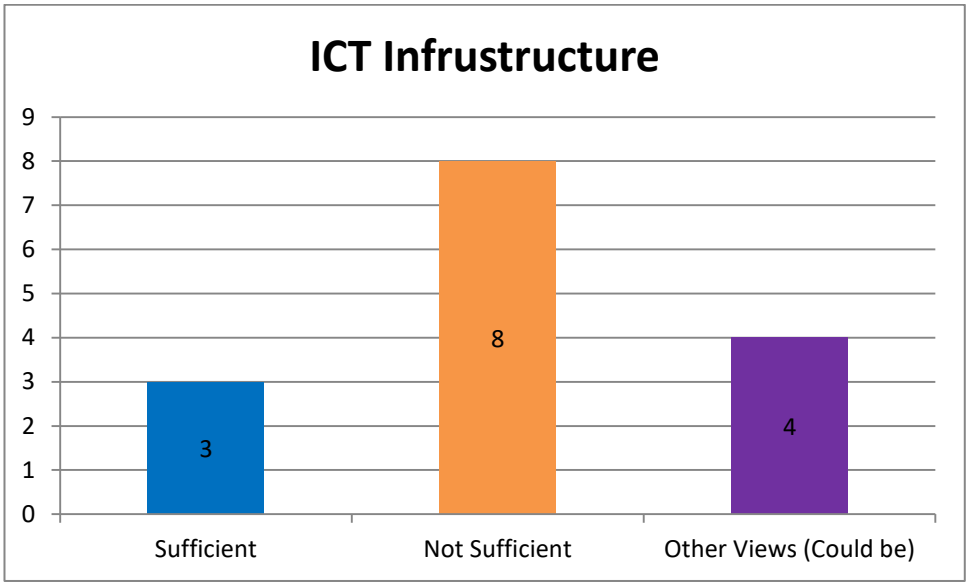


Figure 4.8: Participants' opinion of ICT infrastructure (Researcher's own)

Figure 4.8 above shows how the participants regard the departmental ICT infrastructure. The majority of the participants, Participants A, E, F, H, J, K, L & M, believe that the current Information Technology (IT) system is not sufficient to support KM practices. They cited lack of back-up and information security, internet being slow and lack of knowledge hub. Participant B added that the system is not reliable and service was intermittent. Participant H indicated that IT should not be upgraded at this stage of KM, as upgrading will only be necessary once KM has fully matured in order to get value for money. Participants C, D and N believe ICT is sufficient. However, participant C indicated that ITC is only effective for the current situation. There might be a need to upgrade it with new KM ideas being introduced. Participant G indicated that the new MS SharePoint system will bring in new platforms to support the KM systems. Participant I thinks the ICT system is partially sufficient.

Responses relating to the 3rd research question: What are the leadership trends at LPT?

4.3.11 Leadership trends at LPT

Most of the participants believe that there is no single best leadership style. They mostly believe that leadership should be situational; meaning a situation which they encounter will inform which method to respond through. Below are the participants' responses when asked about leadership style preference.

Participant A relies on a combination of participatory and democratic styles because they both facilitate consultations for decision-making. Participant B believes situational theory works best. Participant F believes in participative theory because it affords subordinates the opportunity to express their ideas which further encourages them to perform better. Participant G differs with the others, and praises transformational theory of leadership, however adding that there is no 'one size fits all' for government. Elements of each will always be necessary given varying circumstances such as diverse cultures.

Three participants emphasised the importance of innovation in leadership style. However, they all listed different theories which they believe promote innovation. Participant H believed in no specific theory, indicating that team work is important and that all people's suggestions should be taken into consideration. Participant I believed in collaborative leadership because it promotes innovation. Participant J supported *laissez-faire* or delegating leadership, and noted that the two theories provide for active engagement of all team members, show trust and confidence in subordinates and encourage innovation. According to Participant D, no style is efficient as the participant believes in innovation every day.

Participant K believes in both participatory and transformational leadership and that participatory style boosts employee morale while transformational style motivates employees and enhances productivity.

Participant L believes in a democratic leadership style as it focuses on motivating people to do their work. Participant M mentioned that a mediation leadership style is extremely appropriate for driving and navigating the functions of the organisation. Participant N felt that a bottom-up collaborative style ensures buy-in from subordinates and guarantees success. Participant O prefers an open-door policy and autocratic leadership style. The participant believes a leader needs to exercise the power given by authority.

Reponses relating to the 4th research question: What leadership strategies are identified for recommendation at LPT?

4.3.12 Approaches for improving KM at LPT

The most common suggested strategies were more KM awareness, KM being a standing item at Executive Committee Meetings and institutionalising of KM at LPT. In addition, the participants proposed approaches such as providing training for all officials, introducing KM into individual performance agreements as Key Performance Areas (KPAs), establishment of systems and processes for the acquisition of information, breaking-down of the KM strategy into implementation plan and activities and KM being monitored by a higher office. Others suggested that developing a clear KM vision and obtaining commitment from management, KM being part of standard operating processes of LPT, and KM being institutionalised.

Participants further suggested that the start should be making KM a compliance issue, promotion of job rotation and improving retention policy.

Other suggestions were that KM champions should meet regularly and submit reports to the management, and developing a KM policy. Most importantly, the participants recommended establishing a KM component and recognising ICT as a KM enabler. Some participants highlighted the role of teamwork and making the executive understand the benefits of KM. Finally, the participants recommended the establishment of a KM committee and web-based feedback tool in order to gather inputs.

4.4 FOCUS GROUP DISCUSSIONS

Two focus group discussions were held with Middle Management Service (MMS) members. The first session had seven participants and the second session had nine participants. Both the focus group discussion sessions took place in April 2017. A total number of 16 MMS members participated in focus group discussions.

Responses related to the 1st research question: Does the leadership of LPT understand what KM is?

4.4.1 Definition of Knowledge Management

Nine participants related KM to Information. They indicated that KM is a process of managing, storing and sharing of organisational information. Three participants related KM to generating of content, harvesting of the expertise and capturing of new knowledge. Only one participant related KM to information which brings forth power. Three participants defined KM as a process of sharing the available knowledge.

4.4.2 Knowledge of KM policy frameworks

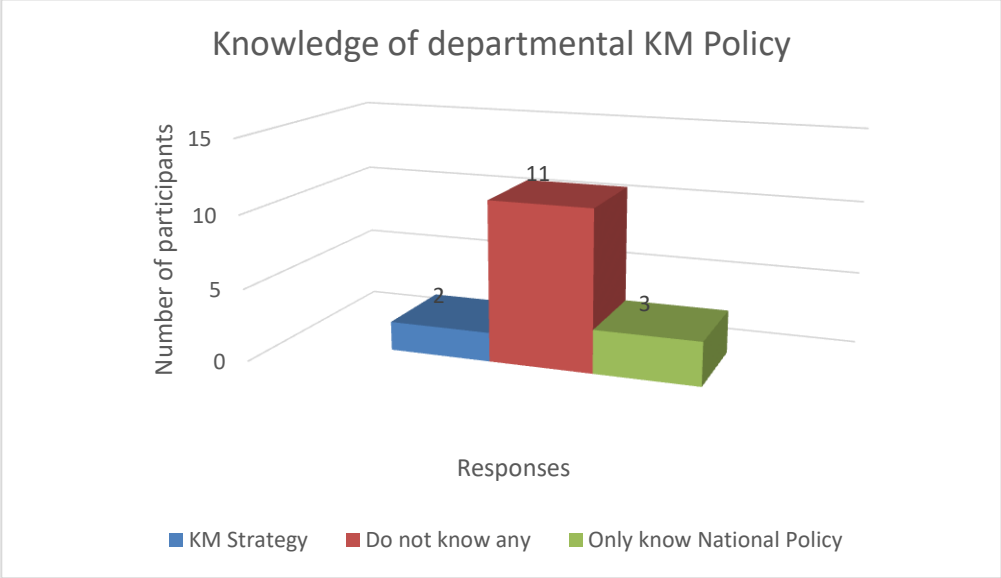


Figure 4.9: MMS Knowledge of departmental KM Policy (Researcher's own)

Figure 4.9 indicates that the majority of the MMS members are not familiar with the departmental KM strategy. Five participants related KM to national legislation such as the Promotion of Access to Information Act (PAIA). Three of these participants indicated that they are not aware of any departmental policy or strategy on KM while two confirmed the availability of KM Strategy at LPT. Eleven participants were not aware of any KM related policy framework, either nationally or departmentally.

4.4.3 Benefits of Knowledge Management

Four participants did not know of any benefits of KM. Twelve participants mention KM benefits such as improving organisational performance, the availability of a repository, easy access to knowledge, assisting in retaining the legacy of the organisation, enhancing the knowledge of individuals on certain subjects and enhancing knowledge and information-sharing, encouraging employees to study further in order to broaden their

knowledge in other aspects of their work environment, management having the knowledge stored and readily available, and that it promotes youth development and mentoring through internship and learnership programmes

4.4.4 KM practices at LPT

Six participants have not seen any KM practices at LPT therefore could not have attended any. Two participants indicated that there is a Sub-Unit under HRD which is responsible for KM, therefore have participated in some KM activities. Eight participants indicated that they have observed some KM practices such as workshops, strategic planning sessions, and roundtable discussions, knowledge harvesting, KM committee, KM survey, learnership, internship, consultative forums and other KM sessions. Six of these participants participated in some KM programmes, and two have not participated in any of the activities due to tight work schedules and meeting clashes.

Responses relating to the main research question: What are the causes of leadership deficits for KM at LPT?

4.4.5 Participation in KM programmes

Six participants think it is every employee's responsibility to participate in KM programmes. One participant felt that KM only involves the Head of Department, Senior Management, records management, the KMSC and the responsible unit. Nine participants indicated that they support KM and that they would encourage and release their subordinates to participate in any KM activities.

It was found that the majority of the MMS have participated in KM programmes. Only four participants have not participated, citing reasons

such as work schedule or clashing of activities within the department. One participant indicated that they would rather use the additional time to focus on their studies than participate in KM programmes. One participant had never received an invitation to participate in KM programmes.

4.4.6 KM status quo at LPT

Two participants indicated that KM is receiving enough attention at LPT. Three participants were not sure if the state of KM at LPT is adequate. Their reasons were the absence of a librarian and library system. Eleven participants did not think KM was receiving enough attention at LPT. The reasons cited were that KM does not form part of the executive management strategy, people in the department do not take KM seriously, some officials leave the organisation without sharing their knowledge, lack of proper handover which leads to the department losing important knowledge, many officials do not know what knowledge management is, the absence of KM structure, officials not taking KM seriously, lack of commitment from management and lack of capacity to facilitate a KM programme.

4.4.7 Role of leadership in KM

All interviewees were at a management level. Their views on how they perceive their responsibility in KM are listed below:

- Promote knowledge preservation and sharing.
- Share information with the rest of the team members, depending on what they would like to know in terms of one's area of operation and sharing information on presentations, reports and engagements.
- Be an advisor and researcher regarding KM issues.
- Inform staff about the importance of KM and its benefits.

- Ensure that subordinates know what KM is and how it can assist them in carrying out their responsibilities.
- Ensure that KM programmes are successful and people participate fully.
- Support KM and also share and manage organisational information successfully.
- Be a leader, and infuse KM in the unit and see how best to contribute to the total body of KM.
- Participate and make a contribution to achieve the objectives of KM.

4.4.8 KM as a strategic objective of LPT

Five participants indicated that KM should be of strategic importance but they never saw it in agendas and departmental reports. They believe the department would have achieved a lot if KM was prioritised. Three participants believe KM is aligned to the departmental strategic objectives. Three other participants disagreed and noted that KM is not aligned to any departmental priorities. The remaining five participants were not sure where KM was located within the departmental strategies.

4.4.9 Organisational culture as KM enabler

Figure 4.10 below reveals that most of the MMS members do not think the current organisational culture is conducive for KM. Participants A, D, F, G, I, K, L, M and O indicated that the current culture of the LPT is not accommodating of KM practices. Participants B, C, E and H felt that the current organisational culture is partly accommodating of KM practices. Participant J was not certain of the culture. Participant N believes the current culture is definitely adequate for KM practices. Participant P thinks KM is not part of the culture so the environment is not conducive.

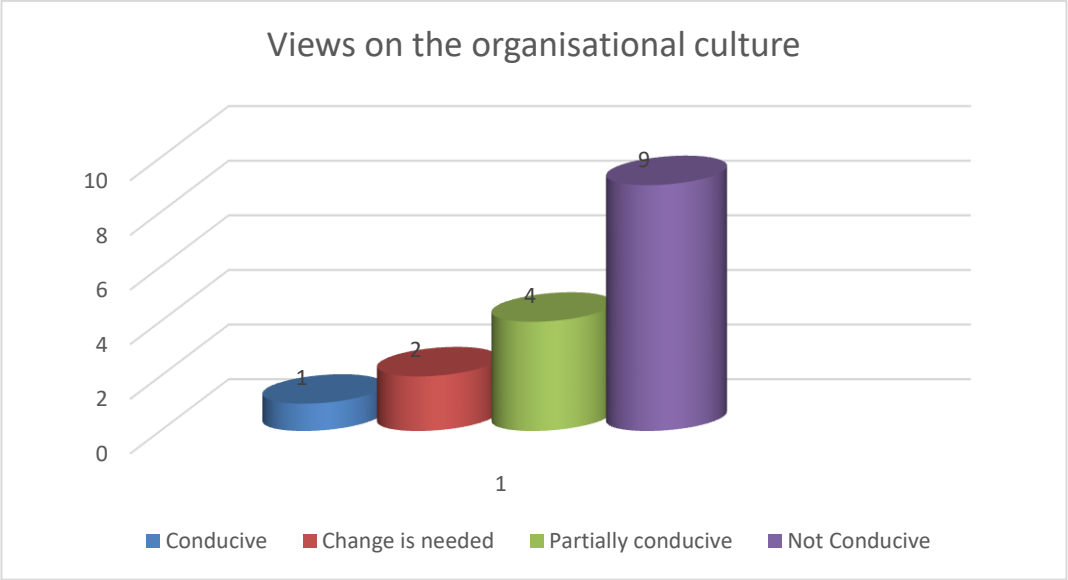


Figure 4.10: MMS's opinion of organisational culture (Researcher's own)

4.4.10 ICT infrastructure as a KM enabler

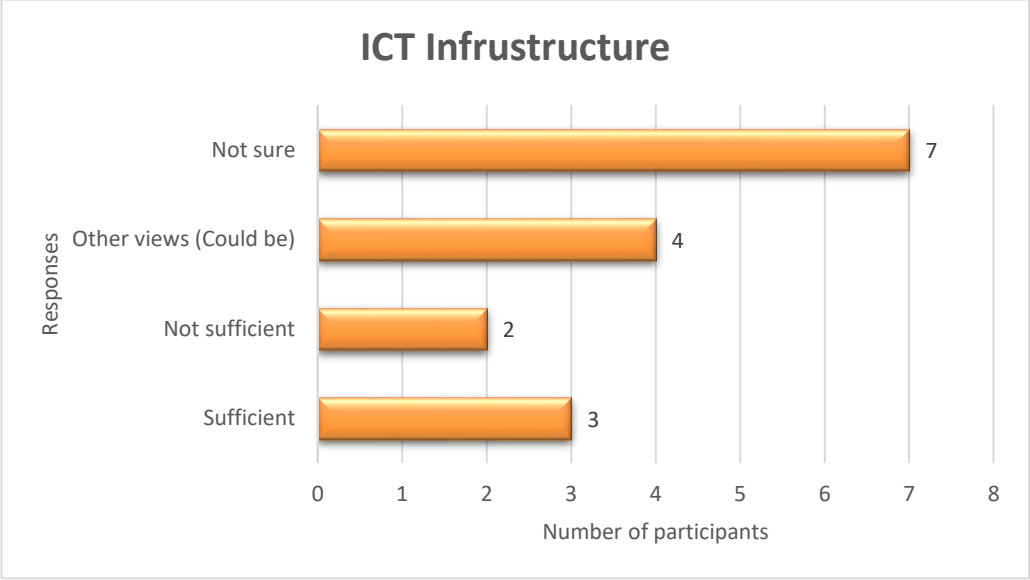


Figure 4.11: MMS opinion on ICT infrastructure (Researcher's own)

Figure 4.11 illustrates that most of the participants had never assessed the capacity of the internal ICT system. Three participants believe the current IT infrastructure is definitely adequate for KM practices. Two participants think ICT is not reliable and not effective. Seven participants were not sure

whether the current infrastructure is adequate. Three participants noted that the current ICT infrastructure could be effective if utilised appropriately. One participant was optimistic about the new Microsoft SharePoint which had recently been launched.

In responding to the third research question, what are the leadership trends at LPT?

4.4.11. Leadership trends at MMS level

Nine participants preferred a democratic leadership style. They mentioned that this leadership style allows people to make free choices and have a final say in decision-making. According to the participants, democratic leadership style affords every individual a chance to express himself or herself which promotes gathering and preserving of knowledge, ideas being exchanged freely and discussion being encouraged. It gives everybody the opportunity to participate, and encourages bottom-up communication, dialogue for problem-solving, on-the-job growth and promotion, and all staff being involved in decision-making.

One participant preferred transformational leadership style because it allows for collective decision-making. One participant preferred fairness in leadership, as it gives people a chance to participate in every event regarding knowledge and gives them support to show that management value their inputs. One participant preferred the contingency approach to leadership; KM needs a contingency approach as a comprehensive measure to encourage the staff to understand as there is no specific style to fit to the approach. One participant preferred a situational leadership style, as it allows staff to respond to situations which an individual may encounter. One participant preferred strategic leadership, as it is said that it is critical that an organisation has leaders that have potential in expressing a vision of the organisation so that they are able to strategically

ensure that the vision of the organisation is properly communicated and achieved. Strategies will also then have an influence on the organisational officials towards any change that might need to be executed.

One participant preferred supportive leadership as it provides accountability and space for people to explore. One participant preferred an open door policy since some information is good and useful in the daily running of the business and highlighted how some jobs impact negatively on the other directorates and lead to the failure of service delivery.

Responses related to the final research question: Which leadership strategies are for recommendation at LPT?

4.4.12 Approaches for improving KM at LPT

The participants made the following suggestions:

- The EXCOM should have KM as a standing agenda item on their meetings.
- Top management should prioritise it then it will be easy for lower level staff to adopt it.
- Conduct more awareness workshops.
- Establish a committee responsible for KM.
- The responsible unit should make presentations at branch meetings to create more awareness of KM benefits and what is expected from the staff members.
- Establishment of a Directorate responsible for KM.
- It must start with the management then cascade it down to their juniors.
- Make KM compulsory for all staff members.
- KM to be represented in all departmental meetings in order to gather all important knowledge to be preserved.
- Prepare an annual schedule of consultations with directorates.

- KM should be part of the departmental weekly newsletter.
- Undertake research programmes.
- Annual KM plan be publicised in time.
- Appoint a librarian.
- Promote job rotation in line with employee qualifications.
- Group employees whose jobs affect each other and make them understand the impact of their activities.

4.5 DATA OBTAINED THROUGH DOCUMENTARY ANALYSIS

The following documents were analysed to obtain relevant data: Annual Performance Plan, Annual Performance Report, KM Strategy, five-year strategic plan document, KM quarterly compliance report, HRD quarterly report and current and proposed organisational structure. These documents provided only limited information about KM.

4.5.1 The state of Knowledge Management at LPT

A KM strategy was developed and signed by both the Head of Department (HOD) and Member of the Executive Council (MEC) in 2014. The Limpopo Provincial Treasury reports quarterly to the Office of the Premier on KM issues. Below is an outline of KM availability at LPT:

	Knowledge Resource Available	Required
Human Resource	KMSC, KM champions, co-ordinators and practitioners	Skill, know-how and practical application in KM More KM champions, co-ordinators and practitioners
Information Resource	Libraries and some repositories	Improvement of existing system - Enhancement of capabilities and controls
Information Technology	Microsoft SharePoint	ICT system for knowledge sharing (relevant KM platforms) and collaboration

Figure 4.12: Key Knowledge Resources Available, Required and Gaps (Adopted from LPT KM Strategy)

The quarterly reports indicate that the department unsystematically hosted roundtable discussions and KM awareness workshops. There is also a Knowledge Management Steering Committee which was formally appointed by the Head of Department to serve for a three-year term. There are records of knowledge harvesting interviews, where most of the interviews were part of exit interviews as officials were leaving the department. KM champions were appointed in 2014. KM awareness workshops are conducted. A database of projects was available and a subject matter expert's database was also developed in 2015. Conferences and seminars provided opportunities for staff exposure and networking. Knowledge harvesting is conducted with some staff exiting the Department. Women, Men, Youth, Disability and Employment Equity forums are facilitated by the Transformation Directorate in order to promote dialogues. A central folder is used as a Departmental Knowledge repository. There is currently no ICT-based platform, although Microsoft SharePoint has been launched. A library is available it uses a manual

system. However, promotion of innovation, best practices and associated rewards was absent.

4.5.2 Definition of KM for LPT

The departmental KM Strategy defines KM as a management approach that focuses on the nurturing, enrichment and exploitation of an organisation's information and knowledge resources and assets. It uses various practices to capture, process, disseminate, use and manage both *tacit* knowledge (i.e. that which is rooted in an individual's experience) and *explicit* knowledge or information (i.e. that which can be articulated in formal language and conveyed).

4.5.3 Legal and regulative framework

The research revealed that there is a KM strategy in place at Limpopo Provincial Treasury. The strategy was based on the Provincial KM Strategy. The strategy was signed and approved by both the HOD and MEC in 2014 and gives reference to policy frameworks such as the Electronic Communications and Transactions Act, Act 25 of 2002; the National Archives and Records Service of South Africa Act No. 43 of 1996 as amended; the National Archives and Records Service of South Africa Regulations published in Proclamation R185 dated November 2002; the Promotion of Administrative Justice Act No. 3 of 2000; the Public Finance Management Act No. 1 of 1999; and the White Paper on Transforming Public Service Delivery (Batho Pele White Paper) of 1997.

4.5.4 KM Strategic objectives for LPT

The KM vision as outlined in the KM Strategy is to create a cadre of dedicated, responsive and ardent professionals imbued with a culture of knowledge sharing and learning. The strategic objectives of KM are to:

- Enhance workforce capabilities.
- Ensure that strategic knowledge is leveraged, transformed and effectively used.
- Strengthen organisational intellectual capacity and accelerate innovation.
- Improve service delivery and achieve departmental efficiency.

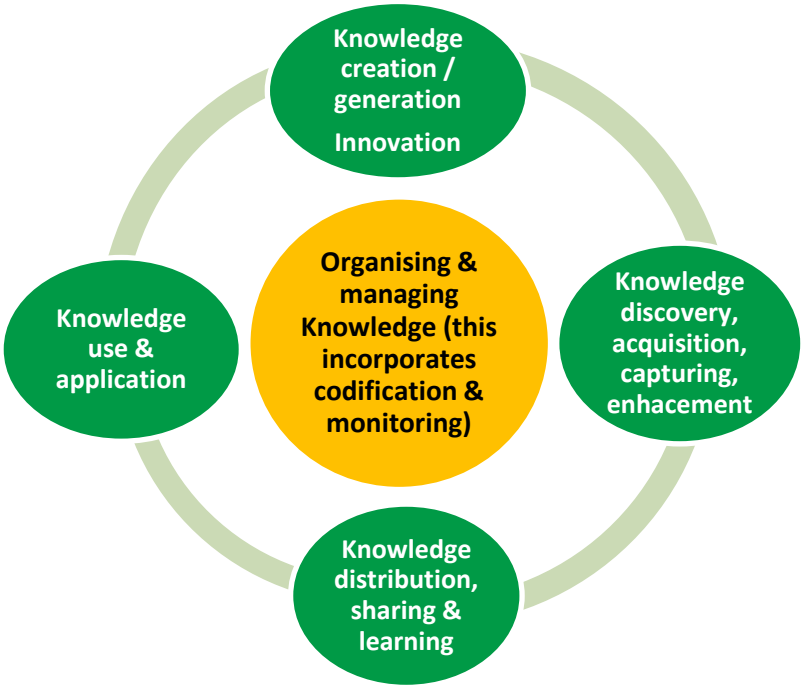


Figure 4.13: Key KM Processes (Adopted from the LPT KM Strategy)

Figure 4.13 demonstrates the four-way KM process as discussed in the literature review. The LPT KM strategy has been linked to the same processes to be used for an effective KM process.

4.5.5 KM Enablers



Figure 4.14: Enablers, Levers and Foundations (Adopted LPT KM Strategy)

Figure 4.14 indicates that Leadership is a Knowledge Management enabler, therefore it is important to check if LPT has emphasised leadership for KM purposes. The KM Strategy for LPT lists leadership, organisational vision, mission, objectives and policies, organisational structure and culture as having the leverage of KM. Adequate and reliable ICT has also been emphasised as a foundation for effective KM.

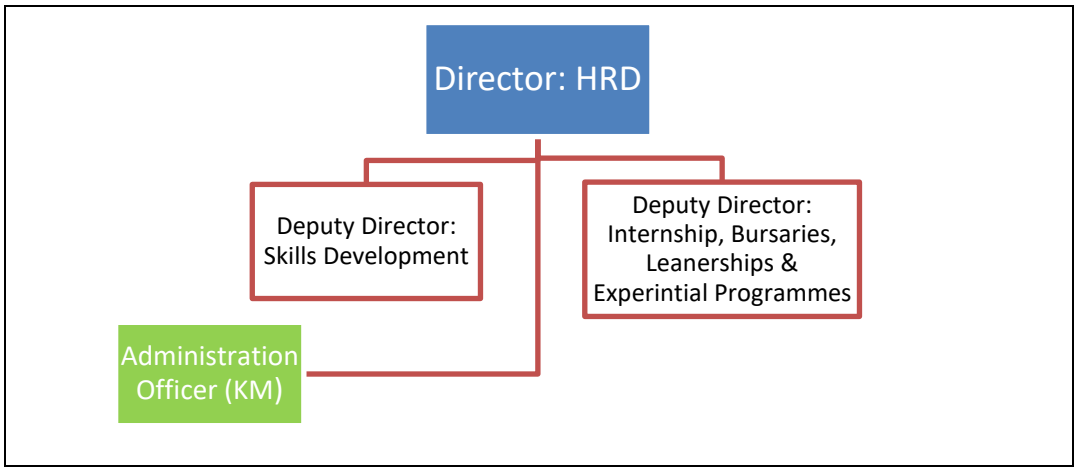


Figure 4.15: Current KM Organogram (Researcher's own)

Figure 4.15 indicates that there is no KM component at LPT. Knowledge Management is currently facilitated by the Human Resource Development (HRD) Directorate. The line of reporting moves from an Administration Officer who has been assigned to deal with all KM issues for the department reporting directly to the Director. The Officer has been taken through a short course in KM.

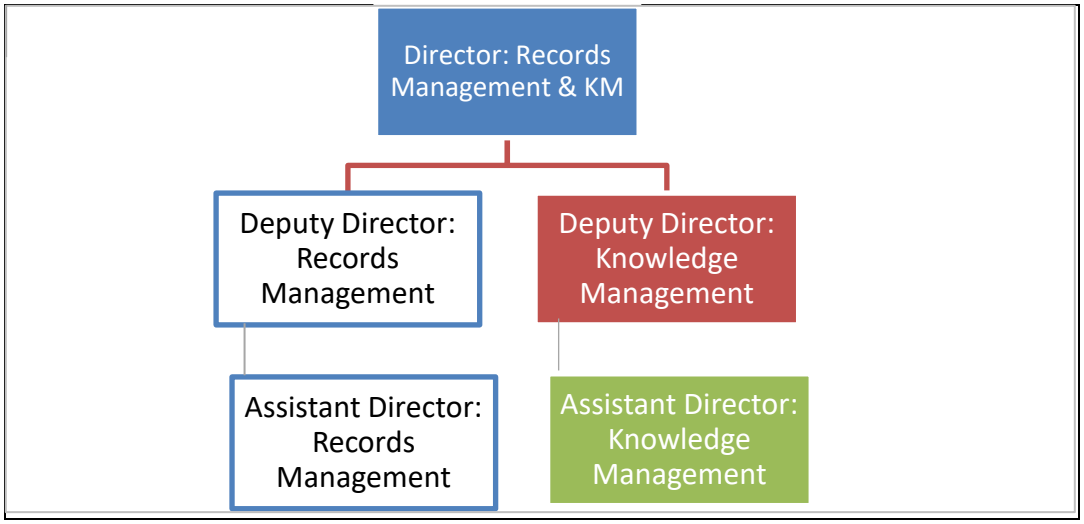


Figure 4.16: Proposed KM Organogram (Researcher's own)

Figure 4.16 shows how KM will be situated in the new structure. KM will no longer be facilitated within the HRD unit but will move to be a sub-directorate under the Records Management Directorate.

4.5.6 Skills capacity of the SMS members of LPT

The LPT had forty-nine SMS members in 2016, upon analysing the Persal report of March 2016, and the qualifications of the SMS members were as follows:

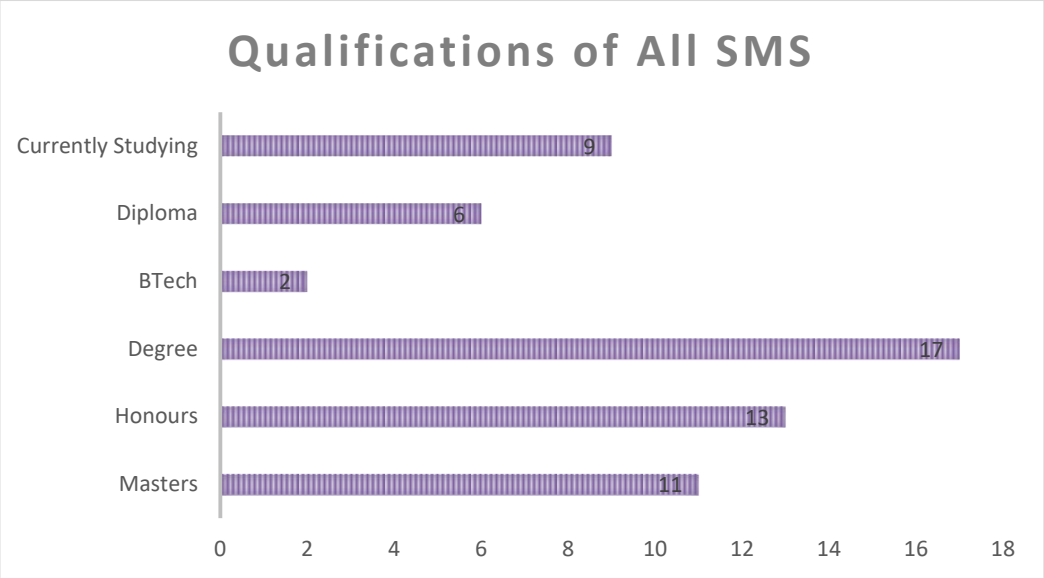


Figure 4.17: Summary of LPT SMS qualifications (Researcher's own)

4.5.7 KM as a Strategic Objective

The five-year strategic plan document (2015–2020) makes no mention of KM. The Annual Performance Plan and Report for 2016-17 has no mention of KM. Traces of KM activities are only found under quarterly compliance reports which are compiled by HRD, to be submitted to OTP.

4.6 CONCLUSION

This chapter presented the findings from the data gathered during interviews, focus group discussions and documentary analysis. The data presented included tables, figures and identified themes. The data presented in this chapter included demographic profile of the respondents and other leadership and KM discoveries based on the research objectives. The next chapter provides an analysis of the data presented in this chapter.

The next chapter provides the analysis of this research.

CHAPTER 5
ANALYSIS OF THE RESEARCH FINDINGS

5.1 INTRODUCTION

The analysis will be aligned to the themes identified during the presentation of the findings. Documentary information provided clarity on various issues as it was used to compare and confirm what has been obtained from both individuals and focus group interviews. The results of the individual interviews were similar to the results of the focus group interviews, thus the data for both individual and focus group interviews were presented together.

Data analysis was previously defined as a search for patterns in data which involves examining, sorting, categorising, evaluation, comparing and synthesizing the coded data and also to review the raw and recorded facts (Neuman, 2011). Data collected during the research was analysed using thematic data analysis. Thematic data analysis is a general method for analysing qualitative information; it involves identifying recurrent themes or patterns in the data (Wagner et al., 2012). Thematic analysis focuses on the use of codes and patterns or themes (Wagner et al, 2012).

A theme captures vital elements with regards to the overall research question (Babbie, 2011). The data analysed in this research included interview transcripts and summaries and departmental documents. The researcher organized the data according to research questions, compared every single data collected in order to discover similarities, find sequences and patterns. The researcher was deductive in approach, moving from general standpoint to the specific data. The data was coded according to responses from participants. The identified codes were then organised into meaningful groups to form themes. The researcher made use of thematic maps to assist with organising information for reporting. New themes were

formed based on what has emerged during data presentation in order to create meaning out of the data presented.

5.2 KNOWLEDGE AND UNDERSTANDING OF KM CONCEPTS

The first research question aimed at establishing if the leadership of LPT are knowledgeable and understand the concept of KM. The research findings show that there is a difference in understanding of KM by those in leadership positions at LPT. The responses to definition of KM from all participants seemed to focus on KM as a process and exclude the multifaceted nature of KM as discussed in the literature review. While individual interviews responses related KM to its processes of knowledge acquisition, sharing and storage, the focus group responses related KM to Information Management. The emphasis of the focus group discussion participants was on how departmental information can be managed, stored and later shared. In addition to the processes identified by the interview responses, the definition of KM from the theoretical framework included the establishment of organisational knowledge assets and collective wisdom to improve processes. The KM Strategy also referred to KM as a management approach.

The documentary analysis indicated that there is insufficient or lack of direct legislature and governance in terms of KM. The responses from the interviews and focus group discussions were similar in their knowledge of KM legislation. The documentary analysis revealed that there is no formally adopted KM legislation or regulation nationally, but a draft KM Framework for the Public Service existed. The Limpopo Provincial government has an approved Provincial KM Strategy, with the provincial policy still in the development stage. The Provincial strategy was developed with assistance from consultants.

Documentary analysis reveals that the KM environment in South Africa is currently guided by the following legislative and policy framework:

- The Constitution of RSA, Act 108 of 1996.
- Electronic Communications and Transactions Act, Act 25 of 2002.
- National Archives and Records Service of South Africa Act No. 43 of 1996 as amended.
- National Archives and Records Service of South Africa Regulations published in Proclamation R185 dated November 2002.
- Promotion of Access to Information Act No. 2 of 2000.
- Promotion of Administrative Justice Act No. 3 of 2000.
- Public Finance Management Act No 1 of 1999.
- Public Service Act 1994 (Proclamation 103 of 1994).
- Public Service Regulations, 2001 as amended.
- State Information Technology Act, Act 88 of 1998, as amended.
- White Paper on Transforming the Public Service.
- White Paper on Human Resources Management in the Public Service, 1997.
- White Paper on Transforming Public Service Delivery (Batho Pele White Paper), 1997.
- White Paper on Public Service Training and Education, 1998.
- National Development Plan Vision for 2030.
- Protection of Information Act, 1982/Protection of State Information Bill, 2012.

As reflected above, the triangulation of the data reveals that the interviews and focus group responses correspond with documentary data in recognising the Promotion of Access to Information Act (PAIA) No. 2 of 2000 as a basis for regulating KM. The interviews and focus group discussions also revealed that the majority of the participants are not aware that LPT has a KM strategy.

This raises a question of how the consultations were undertaken before adopting the KM Strategy and whether it was popularised after its adoption. Although interview respondents got some KM elements right in their definition of KM they did not know that LPT has a KM Strategy. The only two participants who knew that the department has a KM strategy were Knowledge Management Steering Committee (KMSC) members, who have acknowledged that their knowledge is based on their role as KMSC members. Of the focus groups respondents, only those who were previously involved in KM programmes knew about the KM strategy.

The findings further confirm that the participants consider that there are great benefits which the LPT could derive through KM programmes. The benefits which the participants listed were also not aligned to benefits listed in the literature review. The current literature discusses KM benefits such as minimising human errors and cost, facilitation of learning, reducing of wastage and creation of new ideas, while the participants only mention that KM will enhance organisational performance without mentioning such benefits.

The literature reveals KM practices such as CoPS, Knowledge harvesting and ICT related systems. Documentary analysis indicates that LPT does conduct knowledge harvesting interviews and roundtable discussions. The participants also had the knowledge of some KM practices. The analysis of the data collected reveals that the KM practices which the participants mentioned are only those which were conducted at LPT, such as roundtable discussions and knowledge harvesting interviews. None of the respondents mentioned the KM practices outside of what was happening at LPT.

5.3 LEADERSHIP DEFICITS FOR KM AT LPT

The main research question is what the causes of Leadership deficits for KM at LPT could be. Individual interview responses indicate that the SMS of LPT considered their role in KM to be that of supporting KM, sharing their knowledge, participating in KM initiatives, creating awareness, and harnessing of the available knowledge. Only two participants mentioned management approaches such as providing strategic direction for their subordinates, or determining available knowledge versus knowledge needs. However, when asked if they have participated in any of the KM programmes available at LPT, the findings revealed that the majority of the participants have never participated in any scheduled KM sessions. The findings of the study further revealed that those who have never participated cited reasons such as lack of time and conflicting schedules. Other participants acknowledged that their schedule will not allow them to attend to anything else other than their own work. The analysis further reveals that KM is perceived as a responsibility of the co-ordinating unit; hence the participants prioritise the work concerning their units.

5.4 KM AS A STRATEGIC PRIORITY AT LPT

The data presented in the previous chapter revealed that KM is not visible in the departmental strategic documents. KM is only found in HRD reports, and the documentary analysis further proved that KM is informally facilitated by the HRD directorate. However, this arrangement has not been endorsed in any of the organisational and institutional arrangements. The responses to the individual responses also confirmed that KM is not a strategic priority at LPT. Some participants noted that KM does not feature anywhere in the departmental APP except in emails from the co-ordinating unit.

Triangulation of the data has yielded similar results confirming that the organisational culture is not conducive to KM. Documentary analysis also reveals that the culture of the department is not conducive to KM, and there is lack of innovation. The departmental strategy specifies that an organisational culture should promote KM if it values, encourages and rewards information and knowledge contributions from the staff. The strategy recommends that the LPT's organisational culture should foster information and knowledge development and inter- and intra-unit/division communication, knowledge sharing and collaboration in order to establish a knowledge management supporting culture. The interview responses and focus group discussions further revealed that the participants consider the current organisational culture of LPT as not being conducive to KM.

Comparison of the literature review and documentary analysis further confirmed that ICT infrastructure is an enabler of KM. The KM strategy of LPT also emphasised the role of IT in KM. The LPT's KM strategy mentions that ICT should be fully utilised to create effective repositories for the LPT's collective knowledge and information resources and that fast and accurate access should be provided to these repositories. Data collected from individual interviews and focus group discussion revealed that the majority of the participants believe the current ICT infrastructure at LPT is not reliable and thus not effective for KM.

5.5 LEADERSHIP TRENDS AT LPT

The third research question aimed to establish what the current trend of leadership style at LPT is. Triangulation of data collected showed some similarities between the leadership styles identified by the interviews and focus group discussions as well as those discussed in the literature. The literature indicated that leadership style can be a significant factor in influencing implementation success and/or failure of KM (Kuo & Lee, 2011).

Literature further reveals that transformational leadership is efficient for effective leadership for KM purposes. The only difference is that the majority of the participants in both groups of participants do not believe in transformational leadership. However, the data from the interview and focus group discussions reveal that the SMS and MMS members of LPT believe in different leadership styles.

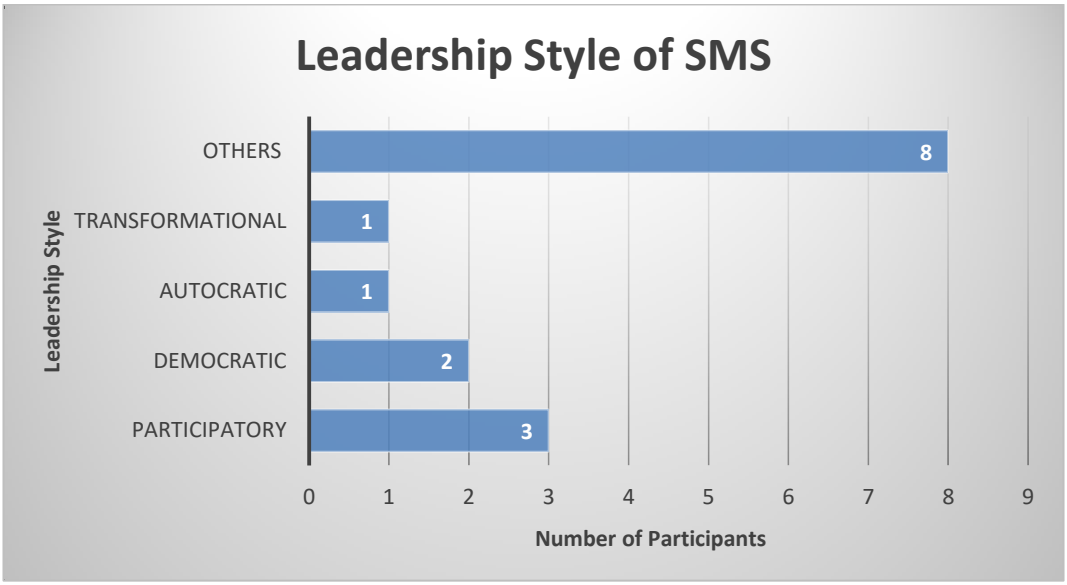


Figure 5.1: Leadership style trends at LPT (Researcher's own)

Figure 5.1 above indicates that the researcher cannot identify a single leadership style which can be perceived to be major for SMS at LPT. Almost each participant has their own opinion on which method is best suited for them. Some of the participants believed in a combination of two of the styles indicated above. Participatory or democratic leadership style is preferred by five participants, while a number of participants cannot represent the majority of the participants. It is therefore not safe to say the participatory or democratic leadership style is the current trend in SMS members.

The data collected showed that preference of the leadership style at LPT is distributed across all styles available on the theory. While there is no preferred leadership style to be associated with the SMS of LPT, the majority of the MMS members preferred a democratic style. The only similarity is that only one participant in each of the groups believes in transformational leadership.

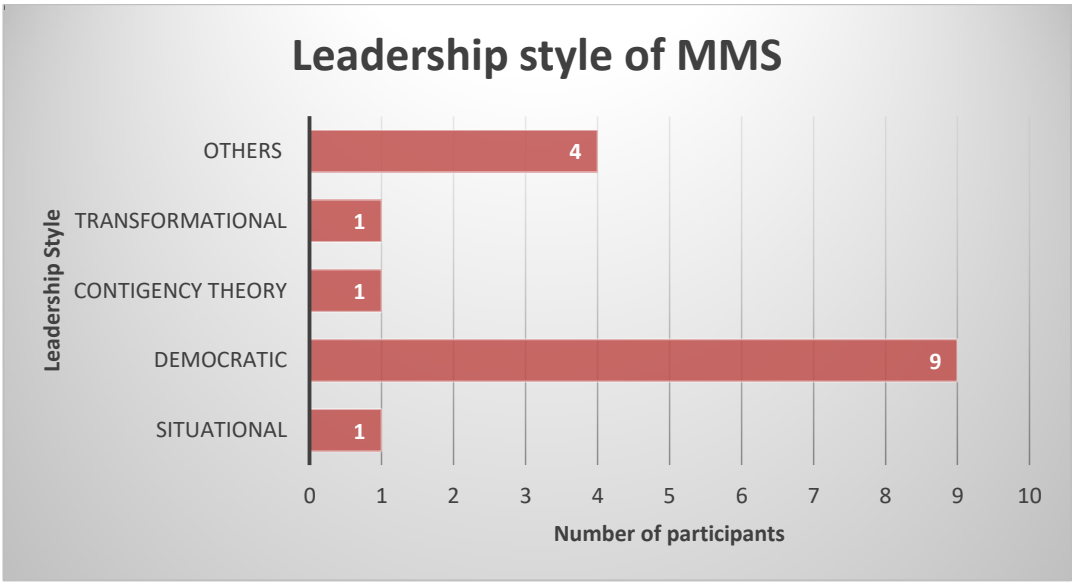


Figure 5.2: Leadership trends of MMS members (Own: 2017)

Figure 5.2 indicates that the majority of the focus group participants believe in a democratic leadership style. It is therefore reasonable to suggest that the trend of leadership style for MMS members is democratic. Democratic leadership style is linked with devolution of responsibility for decision-making and promotes ownership of those decisions by lower level staff (Mazrouei & Pech, 2015).

5.6 STRATEGIES FOR IMPROVING KM

The final research questions to establish which leadership strategies are for recommendation indicated that all participants believe they are in the right standing as far as KM is concerned. Therefore, the discussion below

relates to the suggestions on how KM can be improved at LPT. The data collected through interviews and focus groups have similarity. The participants believe KM should be improved through strategies such as:

- KM Awareness - the documentary analysis already indicated that awareness workshops are being conducted but with poor attendance.
- KM as a standing agenda item in EXCOM meetings – the documentary analysis and literature reviews indicated that there is a standing item named Knowledge Sharing during EXCOM meetings; however, the item is used for announcements.
- Introduction of KM as a Key Performance Area in individual Performance Agreements.
- Development of KM Implementation Plan - it is alleged that the proposed Provincial KM policy will address this approach.
- Recognition of ICT as a KM enabler – the departmental KM strategy highlighted a need for improving the organisational structure and ICT.
- Establishment of KM Unit – analysis of the data indicates that the proposed structure has a sub-directorate KM which will report to the Director: Records and Knowledge Management.
- Encouraging job rotation – job rotation is not in place at LPT, and those who need to try other skills have to apply and obtain approval from the Head of Department. The process is therefore for permanent transfer and not job rotation.
- Improving the departmental retention strategy – Documentary analysis reveals that the retention strategy is already in place. However, it needs to be checked for alignment with KM.
- The leadership of LPT should prioritise KM and devolve it downwards to their subordinates.

Most of the strategies listed above are already in place or in process. It is evident that the strategies which are necessary are those of enforcing KM leadership by those in leadership positions. The participants of the study were already in management positions; however, the participants believe that there is another structure to provide KM leadership.

5.7 CONCLUSION

This chapter presented the analysis of the data which indicated that majority of the participants know and understand KM as a process. The participants related KM to PAIA, but did not know the availability of the departmental KM strategy. The data further revealed that those participants who knew the availability of the strategy are members of the KMSC or previously participated in KM initiatives. The analysis indicated that the role of Organisational Culture and ICT infrastructure as KM enablers needs to be improved at LPT. The data reveals that the leadership style of the participants is spread across all the styles available on the theory; however, participatory and democratic are the most recognised. The analysis also indicated that most of the approaches suggested by the participants are already in place.

The following chapter presents the conclusions and recommendations.

CHAPTER 6
CONCLUSION AND RECOMMENDATIONS

6.1 INTRODUCTION

This explanatory study assessed the role of Leadership as a Knowledge Management enabler at LPT. The aim and purpose of the research was to establish the causes of leadership deficits as far as KM is concerned at LPT. The study followed appropriate research methods for a social research study. This chapter presents the general conclusions of the study. The chapter will also present recommendations on how to enhance leadership for KM at LPT and will conclude by suggesting areas for future studies within the KM.

6.2 SYNOPSIS OF THE CHAPTERS

Chapter one presented the introduction of the study. It gave a background of KM moving from an international perspective and placed the context of the study at LPT. The background of the study focused on KM at both private institution and the public service levels. The chapter further discussed the problem statement, purpose statement, research questions, limitations of the study and the ethical considerations for social researchers. The chapter concluded by providing the chapter outline of this research report.

Chapter two presented literature review. The literature review began by discussing the concept of KM then moved to the theoretical framework on KM and leadership theories. The conceptual framework focused on Transformational Leadership and KM. The chapter concluded by outlining the relationship between leadership style, knowledge management and organisational performance.

Chapter three discussed the research methodology applied in this study which used a qualitative research approach. The chapter began by discussing and differentiating between the two research approaches and moved to discussing the research design and the basic interpretative study strategy. The chapter then discussed the details of data collection, analysis and sampling method used.

Chapter four formed an important part of this study. The chapter presented the data collected through individual interviews, focus group discussion and documentary analysis. The data was presented according to identified themes.

Chapter five provided the analysis of the data presented in chapter four. The analysis of the data was aligned to themes identified and research questions and enabled the researcher to draw general conclusions and make recommendations.

6.3 CONCLUSIONS

Upon analysing the research outcomes, the researcher arrived at the following conclusions.

6.3.1 Participants' knowledge and understanding of KM

The participants do understand what KM in general is about. However, the majority of the participants are not familiar with the legislative environment of KM. Most of the participants are not aware of the availability of KM strategy at LPT. The few that are aware of the availability of KM strategy are those who are members of the KMSC or participated in other KM programmes in the department. This led to the conclusion that the vision for KM at LPT is not clear for most participants. It was also concluded that popularising of the departmental KM strategy was not effective.

6.3.2 Knowledge Management at LPT

The study found that KM is available at LPT. KM practices are in place although some are not formally co-ordinated. The nature and structure of the co-ordination is however more informal. This is due to the fact that there is no recognition of KM or the KMSC in the institutional arrangements. KM is being facilitated by the HRD unit but there are no clear reporting lines. KM is not in the departmental APP or annual report. This suggests that KM is not recognised as a strategic priority by those in leadership positions.

6.3.3 Leadership style

There is no common leadership style at LPT. Each leader switches between leadership styles based on the situation at hand. Although the literature points to the Transformational Leadership style as best suited for effective KM implementation, democratic leaders are more visible at LPT. There is a need for the leaders to be familiar with modern leadership theories such as in Transformation Leadership. The lack of common leadership style contributed to the lack of support for KM by those in leadership positions. It suggests that the leadership styles being implemented are focusing on something different from the objectives of KM.

6.3.4 Causes of leadership deficits

The findings of this study confirm that there are leadership deficits as far as KM is concerned at LPT. The fact that the leadership does not make time to participate in KM programmes means they value it less. The participants are computer literate; therefore they have the capacity to participate in other KM platforms such as virtual teams and online blogs.

It was found that the KM workshops are facilitated by an administration officer. It is also common that those in higher positions do not attend training conducted by a junior employee. The participants are not attending KM workshops because the trainer is a junior official. For instance, a Director, Chief Director or DDG cannot be trained by an administration officer.

KM is not visible on the departmental strategic documents, and this is the reason the participants do not feel compelled to participate in KM programmes. The participants therefore view KM as a sole responsibility of the KM unit, and regard participation in KM programmes as an addition to their work load.

The Deputy Directors resemble informal leaders in an organisation. The Directors, Chief Directors and DDGs form part of the higher echelon of government departments in South Africa. However, the participants view themselves as being less influential. They do not see themselves as the drivers of KM at a higher level. The participants have indicated that KM needs to be adopted at a higher level; however, the participants were selected due to their level of influence. The fact that the participants still regard their level as less influential is a major cause of leadership deficit at LPT.

6.4 RECOMMENDATIONS

To address the findings of this study, the following recommendations are proposed:

- It is recommended that the leadership of LPT recognises KM as an important element for organisational effectiveness and increased performance. This should be done by expediting the establishment of a KM unit. This will add more emphasis on the importance of KM within

the department and give an indication that the leadership of the organisation recognises KM and the important role it plays.

- It is recommended that the Head of Department recognises a need for higher level KM training for all SMS members. Instructions from the HOD will receive urgent attention of all the SMS members.
- It is recommended that KM be made a compliance issue for all SMS members at LPT. This can be done by the HOD considering adding KM as a Key Performance Area for all SMS members.
- It is recommended that the department popularise the KM strategy and related frameworks. This will ensure that a common vision for KM is shared across the department.
- Expedite the implementations of MS SharePoint for document sharing and online CoPs as well as improving the quality of general ICT infrastructure as most participants had lost confidence in the IT system.
- An assessment of the overall organisational culture in order to cultivate an effective environment for KM practices, and that a change management programme be implemented if necessary.
- It is recommended that the LPT department should consider arranging a departmental leadership seminar or roundtable discussion for SMS and MMS members. The seminar should focus on various leadership theories, their strengths and weaknesses. This will assist the delegates to exercise extra care in selection and decision on their leadership style.

6.5 FUTURE RESEARCH STUDIES

There remains a gap in the KM body of knowledge, more especially within the South African public sector. The following research studies are therefore recommended:

- Most of the participants indicated that they do not have enough time to participate in KM practices. A research study on how to motivate

employees to share knowledge is vital for the South African public service.

- A study is recommended for LPT on how the organisational culture can be responsive to KM practices. Because the majority of the participants suggested that the current organisational culture is not conducive for KM, it is recommended that a study be undertaken to determine the accuracy of the claims, as well as determining the kind of culture which is being practiced at LPT and suggesting elements for adjustments.
- A study is recommended on how the retention strategy of the South African public sector can be utilised for KM purpose. This is important in order to ensure that the public sector does not lose scarce skills and expertise to its competitors.

6.6 CONCLUSION

The research aimed at determining the causes of leadership deficits for KM at LPT. Qualitative research method was used, and the design was basic interpretative study. The literature revealed that leadership and the style used are important elements in the successful implementation of KM. the study found that indeed there are leadership deficits for KM at LPT. The majority of the participants are not aware of the KM legislative environment, and are also not able to participate in KM programmes due to tight work schedules. This proves that those in leadership positions at LPT do not recognise the importance of KM for the organisation. The study also found that there is no common leadership style at LPT. This calls for urgent attention if the organisation is to achieve its KM objectives.

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