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Knowledge Transfer Practices: A Means of Sustainable Career Development among Non-Academic Senior Members in Ghana

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Abstract. The goal of this article is to look into how knowledge transfer practices might help non-academic senior members in Ghana maintain their career progress. The research was founded on interpretive philosophical assumptions, and a multiple case study design was employed to gain a comprehensive understanding of knowledge transfer methods among nonacademic senior members of Ghanaian universities. Non-academic senior members of the Kwame Nkrumah University of Science and Technology (KNUST) and University of Cape Coast (UCC) and University of Ghana (UG) make up the study's population. The non-academic senior members of the study were chosen from fifteen (15) colleges within the institutions, and data was acquired through semi-structured interviews. The data was analyzed using thematic analysis. The results show that face-to-face interaction, after-action reviews, discussion forums, documentation, workshops, brainstorming and seminars were the most common methods for knowledge transfer. Non-academic senior members benefit from this type of information transfer in their career paths and development. Institutions should build up a knowledge portal where personnel may readily access material from other units or sections within their context, according to the recommendations.

Keywords. Ghana, Non-Academic Senior Members, Knowledge transfer, Brainstorming, Job Rotation, Mentoring and Peer Assist

1. Introduction and justification

Knowledge transfer protocols in our educational institutions have been considered an essential component in employees' organisational development and personal growth (Agrawal, 2001; Ankrah & AL-Tabbaa, 2015). The sustainability of knowledge transfer practices in educational institutions offers the opportunity to improve the livelihoods of staff career development and organisation success (Qureshi et al., 2017; Wijitdechakul, 2018). However, Donkor et al. (2018) asserted that poor knowledge flow in our institutions reduces human quality, especially their career development, and declines organisation growth and development. Poor knowledge transfer techniques may influence the quality of staff who work in Ghana's educational institutions. (Donkor et al., 2018).

Effective knowledge transfer practices could ensure that employees have the timely and appropriate information to help them develop their organizational skills and talents. (Barnes, Pashby & Gibbons, 2002; Bercovitz & Feldmann, 2006; Bruneel, D'Este & Salter, 2010). Knowledge transfer is the essential component for knowledge management, according



to academics, and it is considered crucial to university management and success. (Kamarudin, Aziz, Zaini & Ariff, 2015). Patii et al. (2017) considered knowledge transfer as the processes that allow knowledge acquisition, knowledge storage, and knowledge flow from one staff to another, which help in their career development and career trajectories.

As organisational or environmental change may have a devastating influence on human progress, effective knowledge transfer has become increasingly crucial for staff development in institutions (Clappison et al., 2013). The adaptability of knowledge transfer among the staff would help change the university's organizational climate. Tariq et al. (2018) opine that free flow of knowledge transfer between superiors and employees could help encourage knowledge dissemination on clerical activities. Again, senior members with a wefeeling and attitude of dedication to helping other senior members pursue their career growth would benefit from environmentally friendly practice knowledge transfer.

According to Laforge and McLachlan (2018), effective knowledge transfer is a vital gateway to innovative organization management. The fundamental purpose of knowledge transfer is to take advantage of existing information to assist administrative professionals in doing their duties more efficiently and effectively. Conversely, problematic knowledge transfer practices impede organisation management, and it also limits staff career trajectories for personal development (Laforge & McLachlan, 2018).

However, most administrative staff in Ghana face severe challenges in their clerical duties because most did not do management or had any experience or formal training on the job before they started working. The challenges include writing memorandum, positional papers, action papers, articles, minutes, and other clerical papers (Tinsley, 2009). Even in the university community, where practical knowledge exists, these issues faced by administrative employees have been ascribed to a lack of knowledge transfer on best practices (Tsinigo & Behrman, 2017).

These challenges faced by administrative staff are crucial factors accounting for the low productivity among some administrative staff in Ghanaian Universities (Donkor et al., 2018). They impede or inadequate knowledge transfer from some expert or experienced colleagues in the administrative section impedes the fewer experience ones that have caused the productivity (Nimoh et al., 2012). The persistence of knowledge transfer issues demonstrates that knowledge transfer among Ghanaian university faculty has not been researched much. This research aims to see how different knowledge transfer strategies can aid in the long-term career development of nonacademic senior members in Ghanaian universities.

For example, there is limited research on knowledge transfer procedures among nonacademic university workers in Ghana. Knowledge transfer would aid in improving staff research, the development of the cooperative spirit, and the knowledge of innovation skills in administrative activities (Tariq et al., 2018). The study is based on two theoretical frameworks: Nonaka and Takeuchi's (1995) Socialisation, Externalisation, Combination, and Internalisation (SECI) model and Homans' (1958) Social Exchange Theory (SET).

2. Theoretical framework

2.1 The socialization, externalization, combination and internalization

Nonaka and Takeuchi (1995) proposed the SECI model to describe how knowledge is transferred and created in an organization. Hislop, Bosua, and Helms (2018) asserted that the SECI model had been an essential framework for knowledge transmission and creation for over two (2) decades. The SECI model was built on two forms of foundational knowledge transfers.

These knowledge transfers are tacit knowledge and explicit knowledge by Nonaka et al. (1995). They described four distinct processes for simultaneously transferring knowledge in an organizational context based on these forms of expertise. The SECI model depends on four (4) modes of knowledge transfer.

The four (4) modes through which knowledge transfer practices can be used in the sustainable career development for staff SECI (Hislop et al., 2018; Kissi-Abrokwah & Kodua-Ntim, 2021). Figure 1 shows the four-mode knowledge transfer practices that understand the SECI model.

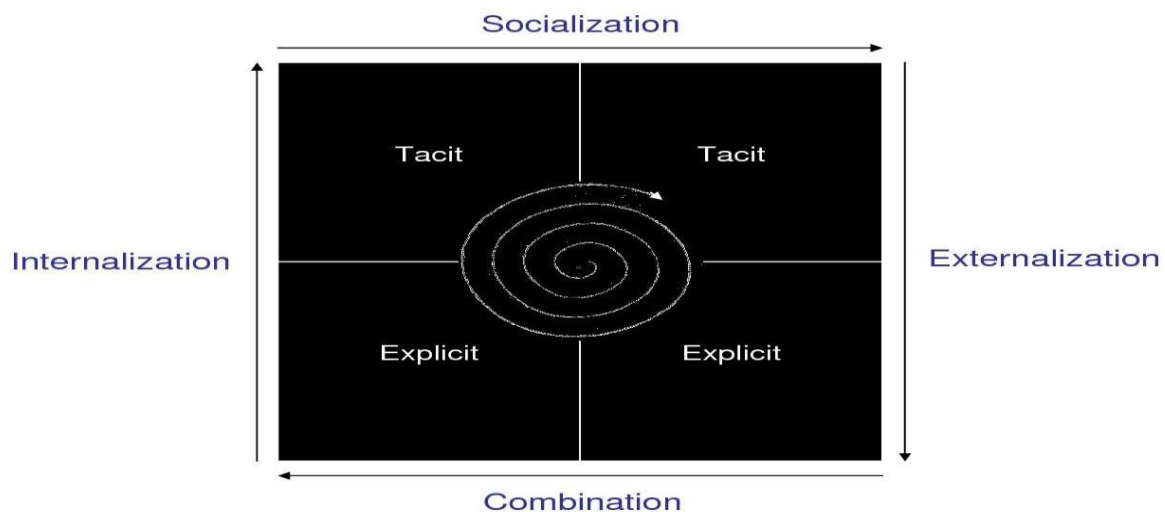


Figure 1: The Knowledge Transfer Practices Spiral Source: Nonaka and Takeuchi (1995)

2.1.1 Socialization: Tacit-Tacit

Socialisation is the first mechanism via which knowledge transfer practice may be modified for long-term staff career development. Conceptualisation of socialisation concept in this context can be described as the procedure where knowledge transfer practice is done through observation. For instance, in the university setting, a less knowledgeable person or a newly employed staff can work with an experienced team to observe how to write minutes, reports, position papers, articles, and other clerical activities which will help in their career development (Kissi-Abrokwah & Kodua-Ntim, 2021; Kommey, 2020; Nonaka & Takeuchi, 1996).

The procedure is denoted by knowledge transfer practice based on tacit knowledge to tacit knowledge. This process can be achieved when newly employed staff is signed to a mentor who is skillful and more knowledgeable who can transfer tacit knowledge while newly employees observe. Again, through human interactions such as face-to-face meetings or online video conferences, the more informed individual can impart tacit-to-tacit knowledge (Daneshgar & Parirokh, 2007). For the socialisation process to be successful under SECI model, the less-experienced staff need guidance from the more knowledgeable person, and they need to observe the teaching or mentoring process before imitation (Kommey, 2020). This would help sustain staff career development.



2.1.2 Externalization: Tacit-Explicit

Externalization is the second model under the SECI model for knowledge transfer practices. In the conversional mechanism process, the externalization technique involves turning tacit knowledge into explicit knowledge through documentation (Kissi-Abrokwah & Kodua-Ntim, 2021; Kommey, 2020). Tacit knowledge is codified documental which are normally circulated on institutional web pages and manuals in an organisation. For instance, reports or teaches from workshops and seminars could be exhibited on the university website

2.1.3 Combination: Explicit-Explicit

The third knowledge transfer practice under the SECI model in combination. At this stage, multiple forms of knowledge explicit are changed among staff (Nonaka & Takeuchi, 1995). Within the institution, a more knowledgeable person can codify knowledge in the form of a document or unto the institutional website or combine the creations of a new knowledge bank that will be used within the institution (Daneshgar & Pariokh, 2007). Creating a database within the institution can help less knowledgeable staff retrieve, sort, and read the information when the needs arise for their career development.

For example, a knowledge transfer mechanism occurs within an organization when employees communicate information via documents, telephone, WhatsApp, Facebook, and meetings. Email, intranets, CD-ROMs, printed document distribution, and groupware are examples of how ICT has been utilized to deliver direct knowledge transfer that aids in career development (Daneshgar & Pariokh, 2007; Hislop et al., 2018).

2.1.4 Internalization: Explicit-Tacit

The last knowledge transfer practice under the SECI model was internalization. Internalization of knowledge transfer happens due to staff interaction within the organisation (Sanchez, 2018). For instance, in an institution, the internalization knowledge transfers occur when the staff existing tacit knowledge is changed or modified when explicit sources are learned in interactive communication (Hislop et al., 2018).

In an institution, staff will try innovative ways of transferring new knowledge through the socialization process. These are usually accomplished through workshops, seminars, and training programs organized for the institution's staff at various phases and working classes. As a result, throughout such training programs, employees reflect on explicit knowledge, where explicit knowledge is transferred into tacit knowledge as an outcome of the mental models and beliefs they add to their know-how (Nonaka & Toyama, 2003).

2.2 The Social Exchange Theory (SET)

The SET outlines how human exchanges are centered on a subjective cost-benefit examination in which staff considers what they might gain or lose before exchanging or transferring knowledge (Cropanzano et al., 2017). Cost-benefit review, reciprocity standards, social penetration, and equity and inequity are some of these concepts under SET (Cropanzano et al., 2005). These ideas are presented in knowledge transfer techniques and long-term career development for employees.

2.2.1 Cost-Benefit Examination

The SET is based on a cost-benefit examination. This means staff always outweigh the benefit they may derive from knowledge transfer practices before giving out information. Knowledge transfer in the university community takes the form of an exchange of relevant knowledge about an employee's best career option, which may come from their superiors if they believe such career trajectories and development may also benefit them. As a result of the SET, employees with critical and essential knowledge regarding clerical and administrative experiences will conduct a subjective cost-benefit examination before transferring their expertise to their co-workers (Kommey, 2020).

2.2.2 Reciprocity Norm

The reciprocity norm describes that superiors who transfer knowledge on career and other administrative, clerical activities should not be harmed (Cooks et al., 2013). For instance, knowledge transfer from the reciprocity norm allows individuals to transfer knowledge freely should not be deprived of access to expertise in their respective institutions (Kommey, 2020).

For instance, the reciprocity norm perspective allows staff to transfer knowledge among themselves and freely receive information from their co-workers without any limitations. When staff connections are stable, they realise that passing on knowledge to their colleagues also allows them to access more excellent expertise within the institution.

2.2.3 Social Penetration

This notion assures that sharing knowledge aids in the development of interpersonal solid interactions and partnerships among employees (Oparaocha, 2016). Within the university setting knowledge, transfer among staff indicates a high-quality relationship among them which helps to improve their administrative activities. This form of knowledge transfer results in high self-disclosure among staff (Yan et al., 2016).

2.2.4 Equity and Inequity

The concepts of equity and inequity are similar to the cost-benefit examination stated above. The idea of equity-inequity examination assists staff in balancing their contributions and result in knowledge transmission (Cropanzano and Mitchell, 2005). Within the university setting, the time and energy spent by staff through knowledge transfer could increase their productivity because good career development help staff to gain better knowledge in their field of study, resulting in sustainability.

3. Methodology

The interpretivist philosophical viewpoint on how research information was gained and shared between the researcher and research participants was the foundation of the study (Creswell & Creswell, 2018). To understand, explain, examine, and delve deep into the information transfer protocols employed among non-academic senior members of Ghanaian universities, a qualitative approach was applied with a multiple case study design.



3.1 Population, Sample and Sampling Procedure

The population included all non-academic senior members of Ghana's three (3) most prestigious state universities. The UCC, KNUST and UG are Ghana's three (3) most prestigious state universities. The researcher purposively selected these Universities because they are the oldest and have been in existence for over five (5) decades.

The researcher purposively selected all the colleges within the three universities. The colleges within the Universities were fifteen (15), whereas a convenient sampling technique was used to select one (1) participant (Non-Academic Staff) from each college. The UG has four (4) colleges, KNUST has six (6) colleges, and UCC has five (5) colleges. The total sample for the study was 15 non-academic senior members.

3.2 Data Collection Instrument, Procedure and Analysis

The instrument used for the data collection was a semi-structured interview guide (Denzin and Lincoln, 2005). Before data collection, all ethical protocol was observed. The instrument was sent to an ethical review board of the various Universities, and permission was granted from the Registrar's office before data collection. The researcher spent eight (8) weeks for data collection process. The duration for data collection was between June 2021 to July 2021.

The data was analysed using content data analysis (Creswell & Creswell, 2018). The researcher read the information several times to get acquainted to the individual participant assertion. After the researcher became familiar with the individual data, the researcher then explained participants' ideas from the interview rather than abstract language. The researcher used themes after familiarising with personal data to explain concepts. Participants' similar sentences were grouped, and those contradicting emerged during the analysis.

Again, the researcher coded phase and sentences that help identify the pertaining issue of the topic. Finally, each theme uncovered in the study was written up. The following subtopics were used to analyse the data. After-action reviews, brainstorming, mentoring/coaching systems/job shadowing, discussion forums, documentation, face-to-face meetings/peer assistance, job rotation, workshops, training, and seminars are just a few of the options.

3.3 Ethical Issues Considered

The researcher and research participants were not known, but through a series of communication, the participants understood the purpose of the study (Fusch & Ness, 2015). The following ethical issues were considered before the data collection process began. These include anonymity, confidentiality, right to privacy, voluntary involvement, no harm to participants, and deception, among the ethical issues discussed in the study (Creswell & Creswell, 2018; Kusi, 2012).

The researcher sought the consent of the participants for their participation in the study. Participants were advised to decide to participate or not to participate because they have the liberty to withdraw from the study with no repercussions. Again, the researcher assures the participants of anonymity by ensuring their identities would not be identified in the study (Creswell & Creswell, 2018; Patten & Newhart, 2017).

4. Results

This section contains information about the participants' backgrounds. The background information discussed included gender, educational qualifications, and university level. Out of fifteen (15) participants interviewed, nine (9) were males, and six (6) were female, whereas three (3) were Ph.D. holders and the remaining twelve (12) were master's degree holders. Per their rank, five (5) were Junior Assistant Registrars, seven (7) were also Assistant Registrars, and three (3) were Senior Assistant Registrars. For anonymity, the participant's names were not used to identify them. For example, participants from UG were coded as UG-1 to UG-4; KNUST were assigned as KNUST-5 to KNUST-10 and UCC were also coded as UCC-11 to UCC-15.

4.1 After-Action Review

These participants suggested that lessons learned after-active plan or review was the best situation to transfer knowledge to your subordinate or your colleagues (UG-3, KNUST-5, KNUST-7, KNUST-10 & UCC-12). KNUST-5 and UCC-12 share similar assertions; after encountering a difficulty, you gain experience or develop new knowledge about the job, which helps you share the needed experiences with your colleagues. UCC-12 further added that the experience gained enables you to create a new mechanism to fight future challenges. UG-3 said that learning on the job or sharing knowledge with colleagues comes when you encounter challenges in your section and solve them. Your ability to overcome such a situation gives you the power to transfer such knowledge to colleagues. KNUST-10 also suggested that new knowledge learned come through a series of challenging activities encountered, whereas KNUST-7 posits that after-action review is effective because it comes from challenges or situations met, and how you were able to over such challenges help you to incorporate a solution to future work practices.

UG-2 and UCC-15 also concluded that knowledge learn after conference or workshop help them to infuse such knowledge or ideas to their friends or colleagues in terms of the career development. KNUST-6 and UCC-13 confirm that

My institution has invested heavily in Registrars, so reports on evidence or occasion and suggestion made to solve some challenges are generally shared among ourselves so that anyone who encounters such challenges would find their way out (KNUST-6). Effective knowledge transfer practices typically come from lessons learned or experience gained after challenging tasks, knowledge from such events or situations can help you incorporate new knowledge into future procedures to boost productivity (UCC-13).

4.2 Brainstorming

These participants highlighted that they brainstorm on issues and strategies when the needs arise (KNUST-8 & UCC-11). KNUST-8 further asserted that this form of knowledge transfer happens when they attend the workshop and are put in groups to deliberate on issues from the session. In support of KNUST-8, UCC-11 added, apart from reflecting on issues during the workshop. They also form groups to share knowledge on their current place of work and what happens in each administrative section.

All the participants said that they have social media platform (WhatsApp) that members free to share ideas and transfer knowledge on career, administrative ideas, guidance concerns, and generate spontaneous ideas, all of which are welcomed and recorded for examination (UG1,



UG-2, UG-3, UG-4, KNUST-5, KNUST-6, KNUST-7, KNUST-8, KNUST-9, KNUST-10, UCC-11, UCC-12, UCC-13, UCC-14 & UCC-15).

In addition, UG-1 and UCC-12 said that executives of the Ghana Association of University Administrators (GAUA) help members encountering challenges or problems in their position or section by discussing with other members to find solutions. UG-4 concluded that during GAUA meetings, members can brainstorm or share knowledge about their field of work with other colleagues while other colleagues also share ideas about careers and other relevant issues that may disturb them (KNUST-9).

4.3 Coaching, Mentoring System and Job Shadowing

In the context of knowledge transfer, all the participants confirm that their institutions provide coaching and mentoring system for all newly employed staff. KNUST-5 explained that coaching and mentoring involves a freshly employed staff learning on the job by working alongside experienced staff to plan clerical activities to ensure effective productivity. In the same vein, UCC-14 asserted that they allow new staff to be mentors to learn from them. On the contrary, UG-3 most often mentors coaches mentees to focus on a specific aspect of the administrative duties.

UCC-13 asserted that new staff is provided with some semi-structured assistance to help them gain experience to progress in their career development. UCC-15 narrates his story that “My mentor voluntarily shared their expertise, abilities, and technical know-how with me when I was working, and I can attest that the knowledge I acquired from my mentor has given me the experience to educate new staff as well.”

4.4 Discussion Forum

All participants confirmed that a forum for discussion was a vital knowledge transfer procedure. In addition, the participants admitted that they have WhatsApp groups where they discuss issues considering their personal and professional development (UG-1, UG-2, UG-3, UG-4, KNUST-5, KNUST-6, KNUST-7, KNUST-8, KNUST-9, KNUST-10, UCC-11, UCC-12, UCC-13, UCC-14 & UCC-15).

Moreover, UG-3, UG-4, KNUST-5, KNUST-8, KNUST-9, KNUST-10, and UCC-11 further asserted that this electronic forum for senior members staff help to exchange ideas and post questions. This platform helps them to offer relevant questions to their career development. However, UCC-14 & UCC-15 asserted discussion forum is a common platform where senior members share ideas, transfer knowledge, and exchange questions for people who need solutions.

4.5 Documentation

These participants concluded that their institution has a knowledge repository or database for faculties where faculty members are kept minutes, reports, and other materials (UG-1, UG-2, UG-3 & UG-4). In the same vein, individual workers codify their reports, memorandum, and position papers where they usually share them with colleagues when the needs arise (KNUST-5, UCC-13 & UCC-14).



UCC-15 confirm that “my mentor taught me how archive documents so that when a time comes, and I am not there, the person who succeeds my position will not found wanting” KNUST-7 and KNUST-8 attested to the fact that their knowledge gained on the job was how their predecessors arrange file and provide them with documents to be a success in their various faculties.

4.6 Face-to-Face Meeting or Peer Assist

These participants (UG-3, UG-4, KNUST-8, KNUST-9, KNUST-10, UCC-11 & UCC-15) suggested that face-to-face meeting with colleagues for personal assistance was the most important and effective form of knowledge transfer. KNUST-8 and UCC-11 further commented that the knowledge share is direct, directly impacting the individual receiving it. UG-3 and UG-4 added that in terms of correction and direction to perform activities, face-to-face meetings and peer assist are effective knowledge transfer modes.

These participants UG-1, UCC-12, UCC-13, and UCC-14, explain that face-to-face meetings provide immediate feedback. Whereas UG-2, KNUST-6, KNUST-7, and UCC-15 face-to-face meetings facilitate understanding and accurate interpretation of responses to the person transferring the knowledge.

4.7 Job Rotation

These participants asserted that they are frequently rotated from one section/unit to another when there is a vacancy or stay in one position long. In this situation, the person you meet there provides you with the necessary knowledge and information you need at the new place to be effective (KNUST-5 & UCC-12). This participant added that “at my workplace, we assigned workers to a different section to gain experience from that section” (UG-2). KNUST-7 posits that to learn on the job. The management of the institution does internal transfer. During this time, we usually share ideas about our place with colleagues to know the new place of work.

UCC-15 concludes that job rotation as a form of knowledge transfer exposed staff to experience new tasks will help them in their knowledge transfer process. This allows the staff to share their experience with other staff. The participant further stated that job rotation as a form of knowledge transfer brings healthy competition within the organization where staff would like to perform better than others when they receive such information.

4.8 Workshops, Training and Seminars

All the participants attested that their institution organizes workshops, training, and seminars that are always organized for them as a form of staff development. During seminars and training, new ideas are always introduced to colleagues, which help us in our career aspirations, trajectories, and development, promoting effective administrative business (UG-3, UG-4 & UCC-11). Management and unions, according to KNUST-5, organize workshops, training, and seminars for their members to convey knowledge and encourage participants to further investigate it on their own, as well as promote the actual practice of excellent administrative business.

KNUST-8 said that training is organised for us annually, which it is a great way to teach hands-on skills. During training, we staff can try out new methods learn from the training. UCC-13 went on to say that training and seminars are essential for staff development because a knowledgeable person with experience always moderates the workshop, which allows staff to



form new relationships, make connections with like-minded people, and even meet people who can help them advance their careers.

Knowledge transfer through seminars and training is a practical step in professional development and building a career trajectory. This even helps staff to also provide good administrative services in their respective institutions (UG-1). In the same vein, KNUST-8 added that knowledge transfer through seminars provides staff with sincere and constructive which helps to improve work.

These participants said that KNUST-6 and UCC-12 knowledge transfer through workshops and seminars give new staff relationships and help to meet new connected personnel who may help them in their career trajectories. But UCC-12 further asserted that these platforms give staff the best opportunity to meet other staff who share their interests, and there is the opportunity to exchange ideas about staff career development.

5. Discussions

This section provides the results on knowledge transfer. The purpose was to explain points by adding existing literature to themes found in the results section.

It was shown from the active study review after seminars and training help participants gain experience or develop new knowledge about the job which help them to share the needed experiences with their colleagues. Within the context of knowledge transfer among nonacademic senior members in Ghanaian universities, the after-action review would be staff sharing new knowledge by reviewing staff existing knowledge which could help them incorporate new ideas into their future administrative activities (Bozzato et al., 2018; Rosenberry & Vicker, 2017).

Participants highlighted that group deliberating on issues was also a source of knowledge transfer exhibited by staff to ensure their career development. Other participants asserted that they had formed a WhatsApp group that usually discusses or shares career and administrative activities. Some participants confirm that during GAUA meetings, executives inform members to transfer knowledge about their field of work to their colleagues while other colleagues also share ideas about careers and other relevant issues that may be disturbing them. Brainstorming is a knowledge transmission strategy that enables successful information utilization. Kamarudin et al. (2015) supported that brainstorming provides creativity among groups through which individual efforts are normally directed towards finding a solution to a problem.

The results show that institutions provide coaching and mentoring for all newly employed staff. Coaching and mentoring involves a freshly employed staff learning on the job by working alongside experienced staff to plan clerical activities to ensure effective productivity. According to Akram and Bokhari (2011), coaching entails staff learning by working together with a knowledgeable staff who knows when and how to do specific administrative tasks in their respective institution. Within the context of staff knowledge transfer, coaching differs from mentoring, according to Biconne (2014), since coaching deals with the explicit task, but mentoring is an all-encompassing relationship between mentee and mentor.



Another essential knowledge transfer that emerged from the study was a forum for discussion. Participants admitted that they have a group WhatsApp page where they discuss their personal and professional development issues. In the same vein, other participants reported that aside from the electronic means, there are also open forums or avenues for members to post questions or exchange ideas concerning career aspiration and development to seek expert advice. Garcia et al. (2018) argued that knowledge transfer between people or through technological methods allowing workers to exchange ideas, pose questions, provide answers, or offer assistance in relevant administrative activities is beneficial.

The participants confirm that their institution has a knowledge repository or database where minutes, reports, and other materials are kept for administrative purposes. In a working environment like the universities, most workers adopt a codification method of knowledge transfer (Bozzato et al., 2018). Michalik (2017) also confirms that codification strategy helps store explicit knowledge in databases for easy access or retrieve of documents when the need arises (Michalik, 2017).

It was reported that the best and effective knowledge transfer practice exhibited by the participants was face-to-face interaction and peer assistance. Due to immediate correction, direct service to perform activities and immediate feedback were all associated with why face-to-face interaction was judged as effective knowledge transfer practice. Kissi-Abrokwah and Kodua-Ntim (2021) believe that face-to-face or personal interaction helps transfer tacit knowledge, which involves direct contact with the person and knowledgeable person who possesses the information. According to Rosenberry and Vicker (2017), this type of knowledge transfer provides for fast feedback, which helps all parties grasp and interpret data correctly.

The results show that the institutions were rotating staff. This is normally done when staff has stayed in a particular unit or section for a long time. Other participants also suggested that job rotation happens when your qualification or skills are needed in a particular section or unit. For instance, a faculty officer counselor can be moved to the counseling centre at a unit head. When this internal transfer happens, information or knowledge on what to do or how to run the unit or section are normally transferred to the staff before starting work. In support, Gava, et al. (2017) suggested that job rotation in an organisation help to encourage flexible work where staff learns different jobs in the institution. This also help to reduce job stress (Hislop et al., 2018).

Finally, all the participants confirm that workshops, training and seminars are always organised to them as form of staff development. Other staff also asserted that unions organize workshops, training, and seminars for its members where knowledge is transferred to members to assist them in their administrative activities.

6. Conclusion

1. The study suggests that the SECI and SET frameworks effectively analyse knowledge transfer practices on the long-term sustainability of non-academic senior members' career development and trajectories in Ghanaian universities.
2. The SECI model and SET were found to provide a framework for ensuring how employees create and transfer knowledge within their administrative circle. This enables employees to comprehend the importance of ongoing knowledge transfer to support constant dynamic change in organizational activities.



3. Based on the findings, it was determined that after-action reviews, face-to-face interaction, workshops, discussion forums, documentation, seminars, and brainstorming were the essential methods for knowledge transfer. These forms of knowledge transfer help nonacademic senior members in their career trajectories and development in their various institutions.

4.

7. Recommendations

The researcher recommends that:

- Universities councils, the Ministry of Education, and the Ghana Education Service should all work to raise awareness about the importance and benefits of knowledge transfer to employees.
- Annual knowledge transfer programs for workers should be held regularly to help them understand why knowledge transfer is so important in an institution.
- Institutions should establish a knowledge portal where staff can access or get information from different units or sections within their various institution.

8. Implications

8.1 Implication to Practices

1. Policymakers and other vital players involved in developing an individual's well-being, such as the Ministry of Education, universities, and education-based NGOs, should take practical actions to improve the implementation of knowledge transfer systems in diverse organisations.
2. The requirement for all institutions to adopt a policy to increase knowledge transfer. This would help to create the optimal policy climate for knowledge transfer and management in all agencies and organisations.

8.2 Theoretical Implications

1. The study's finding regarding knowledge transfer based on the SECI model provides evidence of transferring knowledge through face-to-face amongst the staff discussions in the meetings (tacit to tacit).
2. The findings show that staff transferring and seeking knowledge of administrative concepts facilitate knowledge recall at any given point in time (tacit to explicit).
3. The SET gives a framework for establishing a reciprocal system that breaks down silos.

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