

# Reflection on the Culture of Knowledge Transfer Among the Civil Servants in Nepal

## Research Report



नीति अनुसन्धान प्रतिष्ठान  
Policy Research Institute



Kathmandu, Nepal



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## Research Report

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## PREFACE

Knowledge is a strategic resource for improving governance, strengthening institutional memory, and enhancing the effectiveness of public service delivery. In government organizations, effective knowledge transfer ensures that valuable experience, expertise, and lessons learned are retained and shared across individuals and institutions, thereby supporting evidence-informed policymaking, organizational learning, and continuity in public administration. However, knowledge transfer remains largely informal and is often constrained by organizational, cultural, institutional, and technological challenges.

This research report *Reflection on the Culture of Knowledge Transfer in Government Organizations of Nepal*, examines the existing culture and practices of knowledge transfer within government organizations and identifies the organizational, institutional, technological, and behavioral factors that influence the transfer of knowledge. Drawing on empirical evidence, the study highlights key challenges and opportunities for strengthening knowledge transfer practices and fostering a culture of collaboration and continuous learning in the government sector.

The report aims to provide evidence-based policy recommendations to support the Government of Nepal in institutionalizing knowledge management practices, preserving institutional memory, enhancing organizational performance, and promoting effective succession and capacity development. It is expected that the findings and recommendations will be useful for policymakers, government officials, development partners, researchers, and other stakeholders working to improve governance and public sector performance in Nepal.

The Policy Research Institute hopes that this report will contribute to encourage the development of policies and institutional mechanisms that promote a sustainable culture of knowledge transfer across government organizations.

Laxman Prasad Bhattarai  
Executive Director  
August, 2026



## ACKNOWLEDGEMENT

This research report, entitled “Reflection on the Culture of Knowledge Transfer among the Civil Servants in Nepal” has been undertaken to examine the institutional practices, enabling factors, and challenges associated with fostering effective knowledge transfer within government organizations. The study seeks to contribute to the growing body of evidence on organizational learning and knowledge management by providing insights that may inform policy formulation, institutional strengthening, and the development of sustainable mechanisms for knowledge sharing across the public sector. The successful completion of this report reflects the collective support, expertise, and constructive contributions of numerous individuals and institutional bodies whose guidance and commitment have significantly enhanced the quality and rigor of the research.

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## EXECUTIVE SUMMARY

Knowledge transfer is critical for preserving the institutional memory, reinforcing the skills of civil servants, and improving the management of public administration. Indeed, in government organizations where policies, programs and administrative procedures are constantly evolving, the ability to diffuse and store knowledge in an orderly fashion is essential for assuring the continuity of services, and the progress of policies, while facilitating the accuracy of the decisions that are taken. Despite this importance, knowledge transfer mechanisms in many public institutions remain weak and insufficiently institutionalized.

In Nepal, government institutions (especially the civil service organizations) are the primary actors responsible for designing policies, delivering public services, and implementing development programs. The performance of these institutions depends significantly on how effectively the knowledge and experience of public officials are generated, retained, and shared. Much of this knowledge emerges from daily administrative work, policy implementation, intergovernmental coordination, and engagement with citizens. Strengthening mechanisms for knowledge transfer within government institutions is therefore critical for improving institutional capacity, ensuring continuity of expertise, and enhancing the quality of governance and service delivery.

In the pursuit of effective governance, it is essential to understand the complexities of knowledge transfer within government institutions. This study aims to explore the reflections of the actors how information is collected, disseminated, and utilized to drive policy-making, decision making and service delivery. By exploring organizational dynamics, information flows, and collaborative practices, this research aims to provide a roadmap for optimizing knowledge exchange within public organizations.

The study implemented a bibliometric analysis for secondary data and a mixed-method approach - data collection using structured survey questionnaire survey and qualitative research techniques such as in-depth interviews and public policy dialogues. The collected data were analyzed using SPSS software and Principal Component Analysis was conducted to gain deeper insight. The qualitative information were analyzed thematically and presented as per need.

Respondents in the survey included employees above section officers from federal ministries and related departments, as well as undersecretaries, retired employees, and experts who provided opinions through their participation in survey, in-depth interviews and policy dialogues. The study found that the majority of the participants

perceived the importance of knowledge transfer but noted that various factors impact the proper flow of knowledge.

The culture of knowledge transfer in Nepal's civil service organizations is still not mature. The root cause of policy weaknesses, repeated flawed decisions, and confusion in implementation is the lack of institutional memory. Decisions made without understanding the past context have affected both the legitimacy and credibility of the government. There is absence of formal system to ensure transfer of the knowledge gained during the employment period at the time of employee's checkout.

Balance between the explicit and tacit knowledge management in Nepal's civil service hardly existed until the period of this study. Explicit knowledge is found to be documented somehow in the form of rules, policies, procedures, and some reports, being preserved to some extent. However, intangible knowledge - personal experience, intuition, practical skills, and organizational understanding - has not been institutionalized. This knowledge is mainly confined to individuals, and is lost when individuals transfer or retire. The understanding that this knowledge should be considered as a common asset of the organization has not yet been developed.

There are certainly some good practices in government services initiated from some individual employee's effort. For example, Friday interaction sessions in the National Planning Commission, Senior Management Team meetings, experience exchange programs after foreign visits, zero hour discussion sessions etc. But these practices have not been transformed into formal structures. Such practices are limited to individual initiatives, which are at risk of being lost with the transfer of the individual.

Rapid transfers, lack of time to prepare, work in a "*barbuzjarath*" style, and an environment where junior employees cannot express their opinions openly leads to communication gap within the organization. Despite employees commitment to share knowledge, lack of formal 'exit briefing' are reasons why intangible knowledge does not pass from one generation to the next. Knowledge management and transfer need to be understood not only as a process of 'delivering work', but also as a sustainable basis to preserve the existing knowledge for policy making, institutional reform, and service delivery. Without developing this awareness, systemic reform is hardly possible.

Therefore, it is necessary to look at knowledge transfer from a practical, structural, and cultural perspective. For this, the development of tools and systems such as, mentoring, digital archiving, regular learning events, and communication strategy is necessary. Knowledge is not just information, it is experience, understanding, and responsibility, which can improve the effectiveness of government and the quality of public service only if kept alive at the institutional level.



## कार्यकारी सारांश

ज्ञान हस्तान्तरण संस्थागत स्मृतिलाई संरक्षण गर्न, नीति निर्माण र नीतिगत निर्णयलाई प्रमाण सुसूचित बनाउन, निजामती कर्मचारीहरूको सीप सुदृढ गर्न तथा सार्वजनिक प्रशासनको व्यवस्थापनलाई सुधार गर्न अत्यन्त महत्त्वपूर्ण हुन्छ। सरकारी संस्थाहरूमा नीतिहरू, कार्यक्रमहरू र प्रशासनिक प्रक्रियाहरू निरन्तर परिवर्तन भइरहन्छ। यस सन्दर्भमा, ज्ञानलाई व्यवस्थित रूपमा सङ्कलन, भण्डारण र प्रसारण गर्न सक्ने क्षमता अत्यावश्यक हुन्छ। यसले सार्वजनिक सेवाको निरन्तरता सुनिश्चित गर्न, नीतिहरूको प्रभावकारी कार्यान्वयनलाई सहयोग गर्न तथा निर्णय प्रक्रियाको गुणस्तर सुधार गर्न मद्दत पुऱ्याउँछ। यद्यपि, यसको महत्त्वबोध हुँदाहुँदै पनि धेरै सार्वजनिक संस्थाहरूमा ज्ञान हस्तान्तरणका संयन्त्रहरू कमजोर छन् र संस्थागत रूपमा पूर्ण रूपमा विकास हुन सकेका छैनन्।

नेपालमा निजामती सेवाका (सरकारी) कार्यालयहरू नीति निर्माण, सार्वजनिक सेवा प्रवाह तथा विकास कार्यक्रमहरूको कार्यान्वयन गर्ने प्रमुख निकायहरू हुन्। यी संस्थाहरूको कार्यसम्पादन सार्वजनिक अधिकारीहरूले आर्जन गरेका ज्ञान र अनुभव कत्तिको प्रभावकारी रूपमा सिर्जना, संरक्षण र साझेदारी गरिन्छ भन्ने कुरामा ठुलो हदसम्म निर्भर हुन्छ। यस्तो ज्ञान प्रायः दैनिक प्रशासनिक कार्य, नीति कार्यान्वयन, अन्तरसरकारी समन्वय तथा नागरिकसँगको अन्तरक्रियाबाट उत्पन्न हुन्छ। त्यसैले, संस्थागत क्षमता अभिवृद्धि गर्न, विशेषज्ञताको निरन्तरता कायम राख्न तथा सुशासन र सेवा प्रवाहको गुणस्तर सुधार गर्न सरकारी संस्थाहरूभित्र ज्ञान हस्तान्तरणका संयन्त्रहरूलाई सुदृढ बनाउनु अत्यन्त आवश्यक हुन्छ।

प्रभावकारी सुशासनको सुनिश्चितताका लागि सरकारी संस्थाभित्र हुने ज्ञान हस्तान्तरणका जटिल पक्षहरूलाई बुझ्नु अपरिहार्य छ। यस अध्ययनको उद्देश्य नीतिनिर्माण, निर्णय प्रक्रिया तथा सार्वजनिक सेवा प्रवाहलाई सुदृढ बनाउन जानकारी कसरी सङ्कलन, प्रसारण र प्रयोग गरिन्छ भन्ने विषयमा निजामती कर्मचारीहरूको बुझाइ र अभिव्यक्तिको आधारमा अन्वेषण गर्नु रहेको थियो। संस्थागत संरचना, सूचना प्रवाहको प्रक्रिया तथा सहकार्यात्मक अभ्यासहरूको विश्लेषण मार्फत सार्वजनिक संस्थाहरूभित्र ज्ञानको आदान-प्रदानलाई प्रभावकारी बनाउने मार्गचित्र प्रस्तुत गरिएको छ।

यस अध्ययनमा द्वितीयक तथ्याङ्कको विश्लेषणका लागि बिब्लियोमेट्रिक विश्लेषण विधि (bibliometric analysis) प्रयोग गरिएको छ भने प्राथमिक तथ्याङ्क सङ्कलनका लागि मिश्रित विधि (mixed-method approach) अपनाइएको थियो। तथ्याङ्क सङ्कलनका लागि संरचित प्रश्नावली सर्वेक्षण, सघन अन्तर्वार्ता (in-depth interviews) तथा सार्वजनिक नीति संवाद (public policy dialogues) जस्ता विधिहरू प्रयोग गरिएको थियो। विषयवस्तुको थप बुझाइका लागि Principal Component Analysis (PCA) गरिएको थियो भने सङ्कलित तथ्याङ्कलाई SPSS सफ्टवेयरको प्रयोग गरी विश्लेषण गरिएको थियो।

सर्वेक्षणमा सङ्घीय मन्त्रालयहरू तथा सम्बन्धित विभागहरूका शाखा अधिकृतभन्दा माथिल्लो तहका कर्मचारीहरू सहभागी भएका थिए। यसका साथै उपसचिव, अवकाशप्राप्त कर्मचारी तथा विषय विशेषज्ञहरूले अन्तर्वार्ता र नीति संवाद मार्फत आफ्ना धारणा व्यक्त गरेका थिए। अधिकांश सहभागीहरूले ज्ञान

हस्तान्तरणको महत्वलाई स्वीकार गरे पनि यसको प्रभावकारी प्रवाहमा विभिन्न कारकहरूले अवरोध पुऱ्याइरहेको धारणा राखेका थिए ।

नेपालका सरकारी संस्थाहरूमा ज्ञान हस्तान्तरणको संस्कार अझै परिपक्व भइसकेको छैन । नीतिगत कमजोरी, दोहोरिने त्रुटिपूर्ण निर्णय तथा कार्यान्वयनमा देखिने अन्योलको मूल कारण संस्थागत स्मृतिको अभाव रहेको पाइन्छ । विगतका सन्दर्भहरूलाई पर्याप्त रूपमा नबुझी लिइने निर्णयहरूले सरकारको वैधता र विश्वसनीयता दुवैलाई प्रभावित बनाएको छ । कर्मचारी सेवा निवृत्त हुँदा वा सरुवा हुँदा आफूसँग रहेको जानकारी र अनुभव हस्तान्तरण सुनिश्चित गर्ने औपचारिक प्रणालीको अभाव देखिन्छ ।

नेपालको निजामती सेवामा स्पष्ट (explicit) ज्ञान र अव्यक्त (tacit) ज्ञान व्यवस्थापनविच सन्तुलन नभएको पाइन्छ । स्पष्ट ज्ञान केही हदसम्म नियम, नीति, कार्यविधि र प्रतिवेदन जस्ता दस्तावेज माफत सुरक्षित गरिएको पाइन्छ । तर अव्यक्त ज्ञान - जस्तै व्यक्तिगत अनुभव, अन्तर्दृष्टि, व्यावहारिक सीप तथा संस्थागत बुझाइ - अझै संस्थागत हुन सकेको छैन । यस्तो ज्ञान प्रायः व्यक्तिहरूमा सीमित रहन्छ र उनीहरू सरुवा वा अवकाश भएपछि हराउने जोखिम रहन्छ । यस ज्ञानलाई संस्थाको साझा सम्पत्ति मान्नुपर्ने बुझाइ अझै विकास हुन सकेको छैन ।

केही सकारात्मक अभ्यासहरू व्यक्तिगत पहलमा सरकारी सेवाभित्र सुरु भएका उदाहरणहरू पनि भेटिएका छन् । उदाहरणका लागि, राष्ट्रिय योजना आयोगमा हुने शुक्रबारे अन्तरक्रिया कार्यक्रम, वरिष्ठ व्यवस्थापन समूह (Senior Management Team-SMT) बैठक, विदेश भ्रमणपछि हुने अनुभव आदानप्रदान कार्यक्रम, शुन्य समयको छलफल (zero hour discussion) जस्ता अभ्यासहरू उल्लेख गर्न सकिन्छ । तर यी अभ्यासहरू औपचारिक संरचनामा रूपान्तरण हुन सकेका छैनन् । यी अभ्यासहरू प्रायः व्यक्तिगत पहलमा सीमित भएकाले सम्बन्धित व्यक्तिको सरुवा वा अवकाशसँगै हराउने जोखिम रहन्छ, जसलाई संस्थागत बनाउनु आवश्यक छ ।

कर्मचारीहरूको सरुवा छिटोछिटो हुने, जिम्मेवारी हस्तान्तरणका लागि पर्याप्त समय नहुने, "बरबुझारथ" शैलीमा काम सम्पन्न गर्ने प्रवृत्ति तथा कनिष्ठ कर्मचारीहरूले आफ्ना विचार खुला रूपमा व्यक्त गर्न नसक्ने कार्यसंस्कृतिले संस्थाभित्र सञ्चार अन्तर (communication gap) सिर्जना गरेको छ । ज्ञान साझेदारीप्रति कर्मचारीहरूको प्रतिबद्धताको कमी तथा औपचारिक "exit briefing" प्रणालीको अभावका कारण अव्यक्त ज्ञान एक पुस्ताबाट अर्को पुस्तामा हस्तान्तरण हुन सकिरहेको छैन ।

ज्ञान व्यवस्थापन र ज्ञान हस्तान्तरणलाई केवल काम सम्पन्न गर्ने प्रक्रियाका रूपमा मात्र होइन, विद्यमान ज्ञानलाई नीति निर्माण, संस्थागत सुधार तथा सेवा प्रवाहका लागि दिगो रूपमा सुरक्षित राख्ने आधारका रूपमा बुझ्न आवश्यक छ । यस्तो चेतना विकास नगरेसम्म प्रणालीगत सुधार सम्भव हुँदैन । त्यसैले, ज्ञान हस्तान्तरणलाई व्यावहारिक, संरचनात्मक र सांस्कृतिक दृष्टिकोणबाट हेर्न आवश्यक छ ।

यसका लागि मार्गदर्शन र अनुशिक्षण (guidance and mentoring) प्रणाली, डिजिटल अभिलेखीकरण (digital archiving), नियमित सिकाइ कार्यक्रम (learning events) तथा प्रभावकारी सञ्चार रणनीति जस्ता उपकरण र प्रणालीहरूको विकास आवश्यक हुन्छ । ज्ञान केवल सूचना मात्र होइन; यो अनुभव, समझदारी र जिम्मेवारीको संयोजन हो । जब यसलाई संस्थागत स्तरमा जीवित राख्न सकिन्छ, तब मात्र यसले सरकारको कार्यक्षमता तथा सार्वजनिक सेवाको गुणस्तरमा वास्तविक सुधार ल्याउन सक्छ ।

# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the Study

Civil servants develop valuable experiential knowledge while interpreting legal frameworks, managing public resources, and adapting national policies to local realities, particularly in the context of federal restructuring and expanding responsibilities of provincial and local governments. This accumulated knowledge contributes significantly to institutional performance and administrative continuity. However, frequent staff transfers, retirement, limited documentation practices, and inadequate knowledge-sharing systems often result in the loss of institutional memory. As a result, similar challenges are repeatedly addressed without benefiting from past learning and experience. Strengthening knowledge transfer mechanisms such as mentoring, systematic documentation, peer learning, and organizational learning practices has therefore become increasingly important to retain institutional knowledge, enhance organizational capacity, and improve the effectiveness, consistency, and accountability of government institutions in Nepal.

In Nepal, government institutions play a central role in policy formulation, public service delivery, and implementation of development programs, making human capital a critical asset for effective governance. Knowledge within the public sector is generated through everyday administrative practices, policy execution, field-level problem solving, intergovernmental coordination, and continuous engagement with citizens and stakeholders. Moreover, government institutions, both directly and indirectly, address the concerns of the general population. These establishments operate on the financial support derived from taxpayers, naturally piquing the interest of citizens in their day-to-day operations. The ability of these public entities to offer services, the nature of these services, and their readiness to serve reflect the public's interests and concerns. Essentially, government bodies mirror the functionality and accountability of the government to its people. Hence, government organization's service quality monitoring and evaluation is a top priority to every government. Consequently, governments have implemented numerous policies and legal frameworks to ensure accountability, agility, and responsibility within these organization to modify and upgrade service quality continuously based on societal needs.

The advancements in technology and development during the 20<sup>th</sup> century have been monumental, leading to unimaginable progress and changes. Despite this, the conventional institutional methods of operation might hold considerable and remarkably superior benefits. Consequently, the emphasis on knowledge management has heightened as it becomes imperative to safeguard this knowledge, establish institutional memory, promote effective knowledge management, and foster a culture of continuous learning.

Government organizations, tasked with serving the public interest, are no exception to this paradigm shift. In an era characterized by rapid technological advancements, evolving demographics, and increasing complexities, government agencies must rely on their accumulated knowledge to make informed decisions, formulate effective policies, and deliver essential services. However, a significant challenge facing government organizations today is the loss of institutional knowledge due to factors such as retirements, staff turnover, and changing political administrations (O'Dell & Grayson, 1998). As experienced personnel exit public service, their tacit knowledge the insights, expertise, and wisdom acquired through years of service often departs with them (Davenport & Prusak, 1998). This knowledge loss can have far-reaching implications, including reduced organizational effectiveness, diminished service quality, and increased vulnerability to external shocks (Van den Hooff & Huysman, 2009).

In today's dynamic and ever-evolving world, knowledge has emerged as a critical asset for organizations across various sectors. In the realm of government organizations, where the importance of informed decision-making, policy development, and service delivery cannot be overstated, the retention of knowledge takes on paramount significance. The effective management and preservation of institutional knowledge not only ensure continuity but also enhance organizational performance, responsiveness, and adaptability. However, the public sector faces unique challenges in this regard, given its distinct structure, mission, and constraints.

## **1.2 Research Gap**

In the digital era, the surge of information technology and digital platforms has transformed knowledge management practices across various sectors. In Nepal, government organizations have increasingly adopted technology-driven approaches, focusing on centralized database systems, electronic notice boards, and web-based portals. While these innovations have their merits, they often overlook the essential human factors that are crucial for fostering an effective knowledge management

culture. To achieve meaningful progress, it is vital to implement a people-centered approach that emphasizes understanding the needs and behaviors of employees, identifying the critical types of knowledge necessary for organizational success, and aligning knowledge management initiatives with overarching business objectives.

This transition is further complicated by the influence of capitalist ideologies and stringent intellectual property rights, which can lead to the exploitation of unskilled labour in less developed countries, thereby increasing global economic disparities. Consequently, there is an urgent need to reassess the role of knowledge transfer in today's digital landscape, paying particular attention to the challenges and nuances introduced by these evolving trends.

Previous research underscores that government organizations, which are intrinsically tasked with serving the public interest, are not impervious to these paradigm shifts. In an environment marked by rapid technological changes, demographic shifts, and growing complexities, it becomes imperative for government agencies to leverage their accumulated knowledge to inform decision-making, craft effective policies, and deliver essential services. However, a significant obstacle facing these organizations is the erosion of institutional knowledge (Gaghman, 2019; O'Dell & Grayson, 1998; Zhang, 2018). As experienced personnel retire or leave public service, their tacit knowledge-which encompasses insights, expertise, and wisdom gained through years of experience often dissipates along with them (Bandaraanayake & Pushpakumari, 2021; Davenport & Prusak, 1998).

Compounding this issue are detrimental organizational cultures characterized by reluctance and self-serving behaviors, which obstruct knowledge sharing and create stagnation in knowledge expansion. This knowledge loss and stagnation can lead to far-reaching consequences, including decreased organizational effectiveness, diminished service quality, and heightened vulnerability to external shocks (Anjum et al., 2021; Harvey, 2012; Islam et al., 2015; Rahman et al., 2018; Van den Hooff & Huysman, 2009).

The challenges surrounding knowledge management should not be confined solely to technology and digitization. Furthermore, existing literature on knowledge management in the context of Nepal is sparse and insufficiently addresses the critical need for a people-centered approach to enhance information flow. For instance, Adhikari (2020) highlighted the positive influences of knowledge acquisition, sharing, storing, information technology, and organizational culture on performance.

Meanwhile, Bhandari (2020) assessed the state of knowledge management capabilities in Nepalese commercial banks, revealing weaknesses across all dimensions - knowledge acquisition, employee sharing, management sharing, and utilization.

Research by Upadhyay (2023) explored the knowledge-sharing processes among educators in a higher education setting, concluding that institutional culture, political dynamics, rewards, beliefs, statuses, and professional ethics critically affect the willingness to share or withhold knowledge. Similarly, Ranamagar (2023) examined the relationship between knowledge sharing and service delivery in public institutions, identifying significant factors such as Information and Communication Technology (ICT) usage, job clarity, stakeholder participation, infrastructure, and IT knowledge as facilitators of knowledge sharing.

However, these studies do not comprehensively address the dynamics of knowledge sharing among employees in Nepal's public institutions, nor do they provide targeted policy recommendations to enhance knowledge-sharing culture. Our research aims to fill this critical gap by investigating the awareness, attitudes, and practices surrounding knowledge sharing within government bodies in Nepal. By doing so, we aspire to contribute valuable insights and actionable recommendations to cultivate a more robust knowledge sharing culture that can empower Nepal government organizations to better serve their constituents.

### **1.3 Policy Gap**

Research and experience from countries with well-functioning innovation ecosystems consistently highlight the importance of robust linkages between academia and industry, clear intellectual property frameworks, dedicated technology transfer offices, incentives for researchers to engage with external stakeholders, and open access to research findings. By evaluating Nepal's current policies and institutional structures against these internationally recognized pillars of knowledge transfer (details in chapter two), we can pinpoint areas where supportive frameworks are either absent, underdeveloped, or not effectively implemented, thus creating the identified gaps.

Secondly, the policy gaps are discernible through an understanding of the specific challenges and characteristics inherent to Nepal's developmental context. Developing nations often grapple with limited resources for research and innovation, a less mature private sector, and a greater need for practical application of knowledge to address pressing societal issues. These realities necessitate targeted policy

interventions to bridge the gap between knowledge generation and utilization. The identified gaps, such as the lack of a coordinated national strategy, weak academia-industry linkages, and insufficient support for entrepreneurship based on research, reflect the areas where policy action is particularly crucial to overcome these contextual limitations and harness the potential of knowledge for Nepal's progress. Therefore, the identified policy gaps – including the absence of a coordinated national strategy, weak links between academia and industry, inadequate support for technology transfer offices, limited policies for open access and data sharing, insufficient incentives for knowledge transfer activities, ambiguities in intellectual property rights for collaborations, lack of policies fostering entrepreneurship based on research, barriers to international knowledge transfer, absence of policies promoting intermediaries, and insufficient capacity building in knowledge transfer skills – are not arbitrary. They are derived from a systematic assessment of what is generally required for effective knowledge transfer and how Nepal's current policy environment may be falling short in providing the necessary support and structure to facilitate the efficient flow and application of knowledge for national development.

## **1.4 Objective of the Research**

The general objective of the research was to assess the culture of knowledge transfer within government institutions through a comprehensive understanding of how the civil servants organize, transfer and leverage information for effective governance. The specific objectives were as follows:

- To explore the reflections of the civil servants on current practices and approaches for knowledge sharing within government organizations,
- To examine the factors contributing to knowledge transfer in civil service organizations of Nepal,
- To understand the existing barriers to knowledge transfer initiatives in the civil service organizations of Nepal.

## **1.5 Limitation of the Study**

This research was done to gain an insight on understanding of knowledge transfer practices within the federal ministries. The central hub “federal ministries” has the accumulation of the maximum number of experienced staffs and team and hence might have missed the new generation perception for the research. This focused approach allows for a more detailed analysis and may reveal perception that would be difficult to uncover in a broader study. It was extremely hard to get the time from



the government official for the in-depth interview. Only a few of them than expected, participated on the interview and even denied the recording of the interview which impacted on limited information collection.

By limiting the study area, the researcher has tried to manage the resources more efficiently and still gain optimum possible insights into knowledge transfer practices. This has provided the opportunity to gain experience about various aspects that influence knowledge transfer within government organizations. This understanding will be beneficial in creating more inclusive and effective knowledge transfer strategies in the future. Focus on studying the perception of civil servants about the knowledge transfer culture will help to understand how government organizations adapt to change and innovate. This can be crucial in today's fast-paced world.

In this regard, the major limitations of the study were as below:

- i) The study is solely based on civil servants in Kathmandu valley.
- ii) Mechanisms of explicit knowledge transfer have not been specified and reviewed thoroughly, thus giving more focus on tacit knowledge transfer.
- iii) As the civil servants have been taken as respondents of the study, the reflection from other government officials (judicials, army etc.) have not been covered.
- iv) Inference on the culture of knowledge transfer is primarily based on the questionnaire used for primary data collection as the study primarily seeks to assess the general perception of civil servants about the culture of knowledge transfer, and the need for improvement.

## **1.6 Methods**

The study relies on both quantitative and qualitative research. Data were gathered from the primary sources while discussion and literature review involved the assessment of information from secondary sources too.

### **1.6.1 Study Area, Study Population and Sample Selection**

Since the study was targeting the knowledge management expert, unknown number of specialized knowledge management experts were assumed, and the sample size was calculated by using Cochran's Formula ( $n = (Z^2 * p * (1-p)) / e^2$ ). Applying the (0.5) maximum variability as estimated proportion of the sample, sample size was estimated to be 385 for the research. Also, including 25 key informants' interviews, this study targeted around 400 participants as source of primary data for the study.



As the objective of the study was to understand the knowledge transfer and knowledge flow management in the government organizations, government employees from federal ministries were the study population. Law enforcing and policy making state of government is the central point responsible for knowledge management which binds the branch offices with its rules and regulation. Federal ministries employees were targeted so as to understand the practice of knowledge transfer and understand related available knowledge management practices. Voluntary participation of staff members from each ministry was considered in a way that the sample contains relevantly mixed roles, levels and backgrounds from within the ministries.

### **1.6.2 Primary Data Source**

A set of survey questionnaires having a five-point rating scale from strongly agree to strongly disagree were sent to potential respondents. The survey questionnaire prepared for the data collection was based on the systematic literature review.

Participants consisted of 21 various federal government ministries. The questionnaires were personally distributed to all respondents by hand, with some opting to complete them online. A total of 500 questionnaire were distributed, with a target sample size of 400. In response, 349 questionnaires were returned, consisting 278 offline and 71 online submissions. After reviewing the submissions and cleaning the data, it was determined that only 287 were fully completed and eligible for analysis. Similarly, in-depth interview was conducted with 25 informants related to the subject matter.

A policy dialogue was conducted on current knowledge transfer practices, challenges faced and recommendations regarding knowledge transfer. The dialogue was attended by middle level staffs from various departments of government institutions, retired civil servants, and university professors with knowledge management expertise.

The data collected from both primary and secondary sources were summarized, classified, tabulated and categorized in various categories and then analyzed.

### **1.7 Ethical Consideration**

The research has adhered to ethical guidelines, ensuring confidentiality and anonymity for participants. Informed consent was obtained, and data was handled with the utmost sensitivity and privacy.



## **CHAPTER 2**

# **CULTURE OF KNOWLEDGE TRANSFER**

### **2.1 Concept of Knowledge**

The concept of knowledge is inherently complex, and this complexity deepens further when examined within organizational contexts (Bandaranayake & Pushpakumari, 2021). Knowledge goes beyond the mere accumulation of information; it represents a state in which individuals develop deep understanding, awareness, and the ability to interpret and act upon their environment (Liebowitz, 1999). Plato's assertion that "knowledge is true judgment" emphasizes that genuine knowledge requires internalization and comprehension, rather than passive reception of information.

In organizational studies, Nonaka and Takeuchi (1995) provide one of the most influential conceptualizations of knowledge. They distinguish between tacit and explicit knowledge and argue that organizational knowledge is created through continuous interaction and conversation between these two forms. Tacit knowledge is personal, experience-based, and context-specific, residing in the minds of individuals and encompassing intuition, skills, expertise, and judgment. Explicit knowledge, by contrast, is articulated, codified, and transferable through documents, manuals, databases, and formal procedures (Ndiege & Wamuyu, 2019; Rahman et al., 2018). Tacit knowledge is particularly valuable yet difficult to transfer, as it is deeply embedded in individual experience and social context (Lubishtani et al., 2022; Polanyi, 1962). While some aspects of tacit knowledge may eventually be articulated, its core value lies in experiential insight and practical know-how that cannot be fully captured through formal documentation alone.

From the Knowledge-Based View (KBV) of the firm, knowledge-especially firm-specific and tacit knowledge-is considered a critical intangible asset that underpins organizational effectiveness and competitive advantage (Bandaranayake & Pushpakumari, 2021). Such knowledge is generated through learning, experience, innovation, and interaction and is sustained through processes of creation, transfer, exchange, and coordination.

For the purpose of this study, knowledge is defined as the adaptive and contextualized understanding of information, skills, values, and insights gained through individual and collective experience, which enables public officials to interpret situations, make decisions, and perform their roles effectively within a specific organizational and socio-political context.

## **2.2 Knowledge Transfer**

Knowledge transfer for this study is referred to the process through which knowledge held by one individual or group is communicated, interpreted, and applied by others within an organization. It is a central component of knowledge management and encompasses related processes such as knowledge sharing, exchange, flow, and application (Bennito-Bilbao et al., 2015).

Prior researchers Davenport and Prusak (1997) have conceptualized knowledge transfer in two essential stages:

- 1) Transmission, where knowledge is shared or introduced to potential recipients; and
- 2) Absorption, where the recipient understands, internalizes, and applies that knowledge.

For knowledge transfer to be effective, the transferred knowledge must not only be received but also meaningfully utilized in organizational tasks and decision-making (Ibidunni et al., 2020). Scholars further emphasize that knowledge transfer involves both behavioral and non-behavioral elements. Behavioral elements include knowledge sharing and application, while non-behavioral elements include knowledge identification, recognition, acquisition, assimilation, and readiness to use knowledge (Tangaraja et al., 2016). Knowledge transfer may occur at individual, group, or organizational levels, depending on the absorptive capacity of the recipients and the organizational context.

In public sector organizations, knowledge transfer is particularly important due to complex administrative processes, continuity of public service, and reliance on experiential understanding of rules, procedures, and informal practices. The systematic transfer of experienced employees' knowledge to newer generations-through mentoring, collaboration, and shared practice-is therefore critical for institutional sustainability.

## **2.3 Knowledge Transfer Culture**

Knowledge transfer culture in this study refers to the shared values, norms, attitudes, and practices within an organization that encourage or inhibit the voluntary sharing and application of knowledge among employees. In government organizations, this culture is reflected less in formal documentation alone and more in everyday

practices such as peer consultation, mentoring, informal discussions, joint problem solving, and inter-departmental collaboration.

A supportive knowledge transfer culture is characterized by trust, openness, collaboration, recognition of expertise, and organizational support for learning and sharing. Conversely, hierarchical rigidity, lack of incentives, fear of losing authority, and weak interpersonal relationships can act as barriers to knowledge transfer.

Public organizations increasingly recognize the importance of cultivating such a culture by integrating knowledge sharing into performance assessments, encouraging collaboration, and creating institutional mechanisms that value experiential learning (Tompang et al., 2017).

## **2.4 Conceptual Lens: SECI Model of Knowledge Transfer**

This study adopts Nonaka and Takeuchi's (2007) SECI (Socialization, Externalization, Combination, and Internalization) model as its conceptual lens for understanding knowledge transfer within government organizations. The SECI model conceptualizes knowledge creation and transfer as a dynamic and continuous interaction between tacit and explicit knowledge.

**Socialization** (tacit-to-tacit) involves the direct sharing of experiential knowledge through observation, mentoring, shared activities, and interpersonal interaction.

**Externalization** (tacit-to-explicit) refers to articulating tacit knowledge into formal concepts, guidelines, or documents.

**Combination** (explicit-to-explicit) involves integrating and systematizing existing explicit knowledge from multiple sources.

**Internalization** (explicit-to-tacit) occurs when individuals absorb explicit knowledge through practice and reflection, transforming it into tacit knowledge.

## **2.5 Focus of the Study: Tacit Knowledge Transfer through Socialization**

While the SECI model encompasses multiple modes of knowledge transfer, this study focuses specifically on the socialization mode, which represents the primary mechanism for transferring tacit knowledge in government organizations. Much of the operational knowledge in public institutions is embedded in the lived experiences of public officials, accumulated through years of service, handling complex cases,

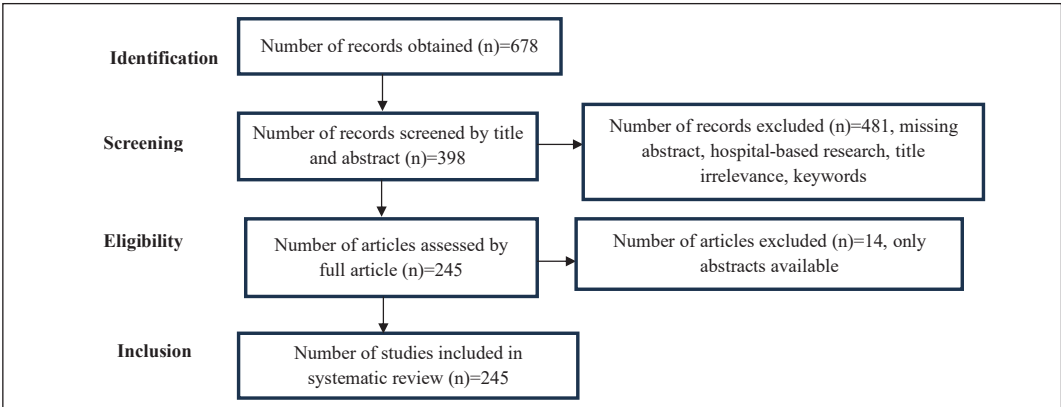
and navigating administrative and political contexts. Such knowledge is typically transferred through informal mentoring, peer interaction, joint problem-solving, and observation rather than through formal training manuals or written reports. Although tacit knowledge may later be partially externalized into formal outputs, these representations do not fully capture its contextual and experiential nature. Accordingly, knowledge transfer culture in this study is defined as the shared norms, values, and interpersonal practices within government organizations that facilitate or constrain the voluntary sharing of experiential, tacit knowledge among employees in everyday work settings.

## 2.6 Bibliometric Analysis

This research employed bibliometric review method, which is suited to documenting and analyzing trends in a field of study comprised of a larger corpus of documents. The review method was chosen over traditional analysis technique as it is applicable to perform quantitative statistical analysis of a huge number of peer reviewed articles in different discipline. Rather than only synthesizing the research findings, bibliometric review sets to documenting and visualizing structural and relational features of collected knowledge base in a discipline or topic of search.

This research has used Scopus as the source for the review documentation as it has the widest coverage of the articles. The Preferred Reporting Items for Systematic Review and Meta-Analysis (PRISMA) framework was used to ensure the filtering and screening of the documents as mentioned in the Figure 1.

**Figure 1: Identification of Source for the Review of Knowledge Transfer**



An open-ended search applied with the terms “knowledge management”, “knowledge transfer” OR “experience sharing” AND “government institutions” in the Scopus search engine iterated 23,906 data. Then Scopus filters were used to limit the document list to search period from 2000-2024, published and publication ready journal article, conference paper, books, book chapter and review papers written only in English language. Further, relevant keywords also were filtered, which limited the database to 3,697 articles. The screening process of the literatures was conducted by reviewing documents title, abstract and keywords to identify only papers relevant to the research objective. After a careful filtering process, the remaining documents in the final dataset were 245 documents, including article, review paper and conference papers.

### 2.6.1 Topical Focus of Knowledge Transfer

The major analysis, VOSviewer extracted over 10,483 terms from the author defined and indexed defined keywords of the 3,697 review documents. From the analysis, it ranked top 15 most frequently occurring keywords as a means of identifying commonly studied topic in this literature (Table 1).

**Table 1: Most Frequently Occurring Keywords in the Scopus-Indexed Literature on Knowledge Transfer**

| Rank | Keywords                | Occurrences | Total Link Strength |
|------|-------------------------|-------------|---------------------|
| 1    | Knowledge Management    | 783         | 4283                |
| 2    | Knowledge               | 295         | 2018                |
| 3    | Innovation              | 213         | 1182                |
| 4    | Knowledge Sharing       | 120         | 471                 |
| 5    | Learning                | 115         | 683                 |
| 6    | Human                   | 104         | 1209                |
| 7    | Technology Transfer     | 104         | 683                 |
| 8    | Tacit Knowledge         | 95          | 1151                |
| 9    | Absorptive Capacity     | 93          | 429                 |
| 10   | Organizational Learning | 85          | 360                 |
| 11   | Decision Making         | 77          | 629                 |
| 12   | Social Capital          | 72          | 363                 |
| 13   | Motivation              | 71          | 632                 |

| Rank | Keywords                  | Occurrences | Total Link Strength |
|------|---------------------------|-------------|---------------------|
| 14   | Human Resource Management | 68          | 881                 |
| 15   | Capacity Building         | 68          | 295                 |

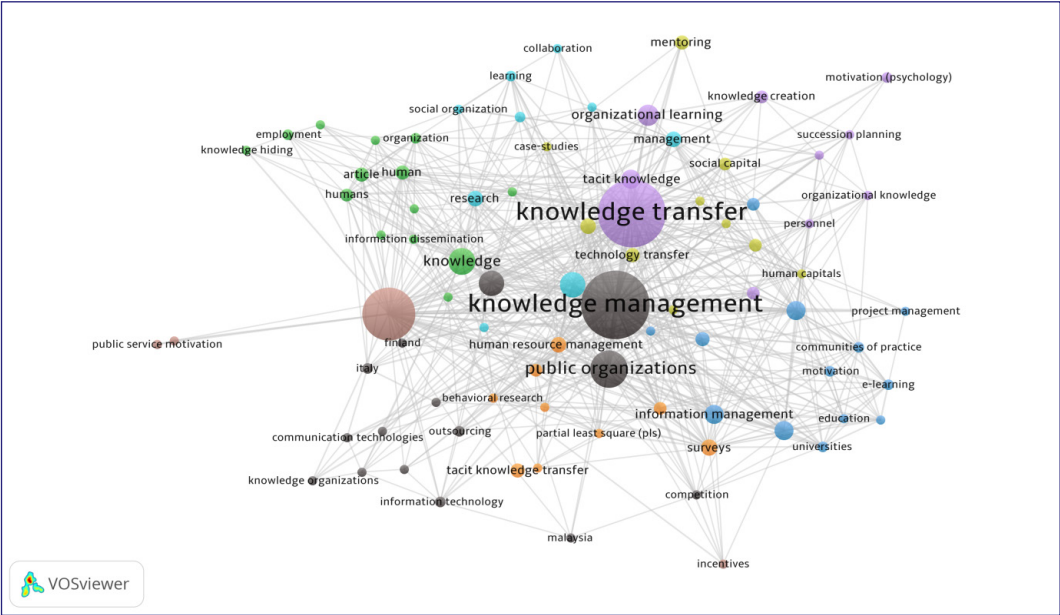
*Note: Knowledge transfer was excluded from the list due to being the main term used in the keyword*

Based on the bibliometric search results, the majority of articles emphasized the following key terms in their research: innovation, knowledge sharing, learning, knowledge, technology transfer, and tacit knowledge. Researchers have focused on these terms to understand the main keywords and variables that are frequently used in the field. This understanding is crucial for preparing research tools and conducting further analysis.

2.6.2 Conceptual Themes based on Co-Word Analysis

A clear word map was produced using the software VOSviewer (Figure 3). For the analysis, the minimum threshold of at least 10 occurrences of a keyword were applied, meaning that, each of the 88 keywords on the co-word map in Figure 2 had appeared in at least 10 documents.

**Figure 2: Co-Word Map (Network Diagram) of Scopus Indexed Literature on Knowledge Transfer (Keyword Threshold=10; Display=88 words)**





The VOS viewer network visualization represents the co-occurrence in a corpus of text. The size of the text and color separation highlights the clusters in the network representing group related concepts and themes. For instances, larger nodes like knowledge management, knowledge sharing, public organization indicate the key themes in the research field and are the dominant and emerging focus area of the research. Smaller nodes or less connected nodes indicate more emerging topics that are beginning to gain attention. For instance, social capital and e-learning might be emerging areas that are gaining attraction.

The visualization network shows the dominant topics and their subfields. The clusters and their connections provide insights into how research landscape is organized. This helps in quick identification of major key terms and topics that are relevant for the undergoing study and ease the research backbone with clarity in potential areas for further investigation. Here, in the network visualization of this research, the bibliometric analysis showed that the major concern of knowledge transfer are associated with the terms public organization, information management, human resource management, social capital, human capital etc. as can be seen in figure 2.

Precisely, some of the keywords that are presented as smaller nodes in the network diagram are representations of the gaps in the literature - where further research could make sense. Moreover, by examining the relationships between the concepts, hypothesis can be developed. For instance, the relationship between knowledge sharing and public organizations could prompt questions about how knowledge sharing practices can impact public sector organizations performance. Hence, the co-occurrence map provides a comprehensive research landscape, revealing the key themes, relationships between the concept and potential areas of the research in knowledge transfer.



covered in the literature were indicated by significant clusters and frequently recurring terms in the co-occurrence network that VOSviewer produced based on keywords, terms in titles and abstracts. To ensure alignment with the established knowledge base in the field, the research tools (survey questionnaire and interview guide) were developed using the identified terms, such as Table 5 as a basis for the questions and guidelines (Zupic & Čater, 2015).

## **2.7 Review of Current Available Policies Related to Knowledge Transfer**

### **2.7.1 The Constitution of Nepal**

While there isn't a specific section that explicitly discusses knowledge transfer as a term, The constitution of Nepal, 2015 has several provisions that are related to the imperatives of knowledge management and the culture of knowledge sharing. Article 27 has been an important step towards making government institutions transparent and accountable to citizens ensuring access to information in every matter of concern to the public. Article 31 preserving the Right to Education recognizes the importance of education in creating a well-educated population that enhances creation, dissemination and application of knowledge. This provision is instrumental in promoting a culture of lifelong learning, and innovation.

### **2.7.2 Civil Service Act, 2049 and Civil Service Rule 2050**

In sub-section (3) of section 15 of the Civil Service Act, 2049, there is a provision to automatically create special posts for up to fifteen days for the post of secretary and head of the department of the Government of Nepal for the process of "*Barbujarath*". It can be assumed that the subject of knowledge transfer is also included in that arrangement, in addition to the transfer of documents. Section 24 of the Civil Service Act, 2049, has been taken as the basis for promotion based on performance, while Section 24G 1A states that in-service training is a mandatory prerequisite for promotion based on seniority and performance evaluation. Similarly, Rule 53B of Civil Service Regulations, 2050 states that every civil servant should be given five working days of training at least once every three years. In addition, providing and giving training, including other service entry training, capacity building training, etc., can be considered a means of knowledge transfer.

Rule 40 of the Civil Service Rules, 2050, provides that an employee who is transferred may extend the period up to twenty-one days for *barbujarath* and a

maximum of one month with the permission of the Secretary. This arrangement also tries to address the issue of knowledge transfer along with the transfer of documents.

### **2.7.3 Good Governance Act, 2064 and Regulations**

The policy statement on transparency in decision-making (Section 16.2) of the act, identified the necessity for working in adherence to clear and standard procedure while respecting confidentiality requirements under prevailing. It fosters openness by requiring the exercisable authority to solicit and consider views from the junior level staff. It also establishes a hierarchical process where decision generated at lower levels within the formality are passed upwards to higher level for formal determination, with every layer of authority fully expressing its views to the ultimate decision maker. Another critical component is the concern, which calls for addressing issues of stakeholders at various levels raised for consideration and integration in the process of decision-making. This move is expected to not only bring about transparency but also ensure proper knowledge transfer and management within the institution needed for accountability and making informed decisions.

## **CHAPTER 3**

### **RESULTS AND DISCUSSION**

This chapter is prepared from the analysis of the information collected from the survey questionnaire, in-depth interview and public policy dialogue. Basically, it has presented the results of the study and their analysis so as to derive the conclusion and recommendations of the study.

#### **3.1 Quantitative Data Analysis**

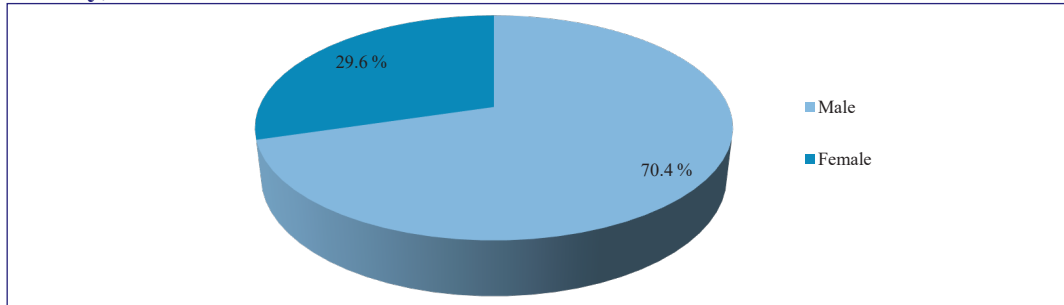
##### **3.1.1 Age Distribution**

The age distribution of respondents reveals a diverse range, with the largest proportion falling within the 35-44 years age group. Specifically, 118 respondents (41.1% of the total) were in this category, indicating a strong presence of individuals in their middle working years. The next largest group was comprised of those aged 25-34 years, with 82 respondents (28.6%). This was followed by the 45-54 years age group, which included 70 respondents (24.4%), highlighting a significant number of participants who were nearing the later stages of their careers. The age group of below 25 years had the smallest representation, with only 2 respondents (0.7%), while those above 55 years accounted for 15 respondents (5.2%). Overall, the majority of respondents were in their prime working years, suggesting a well-established and experienced demographics within the survey population.

##### **3.1.2 Gender Distribution**

The gender distribution of respondents showed a predominance of males, with 202 respondents (70.4%) identifying as male. In contrast, 85 respondents (29.6%) identified as female. The female representation in the survey (29.6%) was slightly higher than the national average for women in the civil service (26.58%), indicating that the survey sample closely aligns with the existing gender distribution in the civil service sector.

**Figure 4: Gender Distribution of the Respondents Based on Questionnaire Survey, 2023**



### 3.1.3 Service Experience

The profile of respondents from government institutions highlights a blend of extensive overall service experience and relatively recent tenures in their current offices. The cross-tabulation displays the distribution of respondents' service experience at their current office relative to their total service experience in government roles (Table 2). Among the 287 respondents, 92 (32.1%) had been in their current office for less than 1 year, 76 (26.5%) had 1-2 years, 61 (21.3%) had 3-6 years, 26 (9.1%) had 7-10 years, and 32 (11.1%) had more than 10 years.

Regarding their total service in government, 166 (57.8%) respondents had more than 10 years of experience. For respondents with 7-10 years of total service [68 (23.7%)], the majority had been at their current office for less than 1 year [4 (1.4%)] and 1-2 years [11 (3.8%)]. Among those with 3-6 years of total service [38 (13.2%)], the majority had been at their current office for 3-6 years [21 (7.3%)] and 1-2 years [18 (6.3%)]. This profile indicates that a significant proportion of respondents had extensive government experience but were relatively new to their current positions.

**Table 2: Cross Tabulation of Service at Current Office to Total Service at Government Office Based on Questionnaire Survey, 2024**

|                                                      |                  | Service Experience at Current Office |          |          |           |                   | Total     |
|------------------------------------------------------|------------------|--------------------------------------|----------|----------|-----------|-------------------|-----------|
|                                                      |                  | Less than 1 year                     | 1-2 year | 3-6 year | 7-10 year | More than 10 year |           |
| Total Service experience at government organizations | Less than 1 year | 4 (1.4)                              | 0 (0)    | 0 (0)    | 0 (0)     | 0 (0)             | 4 (1.4)   |
|                                                      | 1-2 year         | 2 (0.7)                              | 9 (3.1)  | 0 (0)    | 0 (0)     | 0 (0)             | 11 (3.8)  |
|                                                      | 3-6 year         | 8 (2.8)                              | 18 (6.3) | 12 (4.2) | 0 (0)     | 0 (0)             | 38 (13.2) |
|                                                      | 7-10 year        | 17 (5.9)                             | 18 (6.3) | 21 (7.3) | 12 (4.2)  | 0 (0)             | 68 (23.7) |

|  |                   | Service Experience at Current Office |           |           |           |                   | Total      |
|--|-------------------|--------------------------------------|-----------|-----------|-----------|-------------------|------------|
|  |                   | Less than 1 year                     | 1-2 year  | 3-6 year  | 7-10 year | More than 10 year |            |
|  | More than 10 year | 61 (21/3)                            | 31 (10.8) | 28 (9.8)  | 14 (4.9)  | 32 (11.1)         | 166 (57.8) |
|  | Total             | 92 (32.1)                            | 76 (26.5) | 61 (21.3) | 26 (9.1)  | 32 (11.1)         | 287 (100)  |

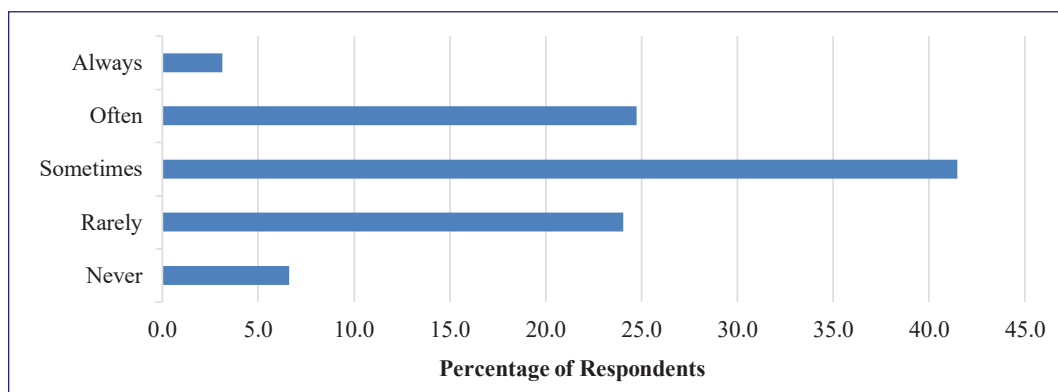
*Note: Value in parentheses indicate percentage*

### 3.1.4 Knowledge Management Practices in Government Organizations

#### 3.1.4.1 Prevalence of “Knowledge Transfer” Discussions in Work Environments

The survey gathered insights from 287 respondents on how frequently they encountered the term “knowledge transfer” in their workplaces. The result showed that a small proportion [9 (3.1%)] reported hearing it regularly, while 71 (24.7%) reported hearing it often. The majority, [119 respondents (41.5%)] mentioned that they sometimes hear the term. Meanwhile, 69 respondents (24.0%) stated that they rarely hear it, and 19 (6.6%) said they never hear it (Figure 5). These results suggest that although “knowledge transfer” is a recognized concept, its emphasis varies across different workplaces. While 27.8% of respondents hear it often or always, a significant portion, 30.6%, rarely or never encounter the term, indicating varying levels of importance placed on knowledge transfer in different organizational settings. This highlights the need for increased awareness and discussion of knowledge transfer in many workplaces to promote its consistent adoption.

**Figure 5: Response on General Idea About Knowledge Sharing Among Employee, Based on Questionnaire Survey, 2024**

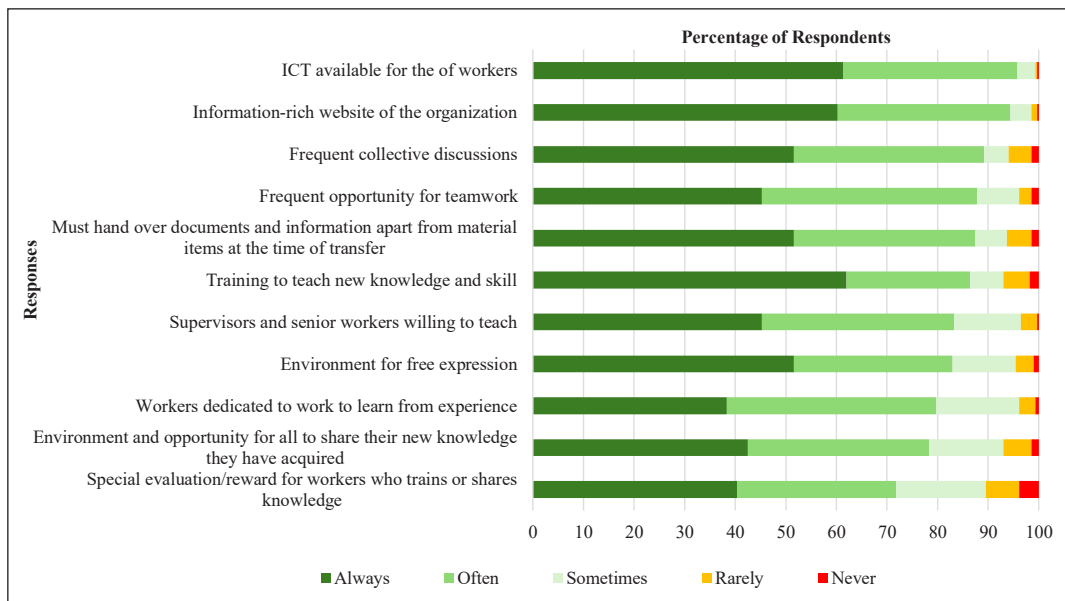


### 3.1.4.2 Perceived Importance of Activities and Structures for Knowledge Transfer

The survey revealed that government organizations prioritize effective knowledge transfer, with respondents strongly supporting several measures. Information and communication technology (ICT) availability and information-rich websites were considered essential for constant presence. Specifically, 61.32% of respondents believed that ICT should always be available, with an additional 34.49% advocating for its frequent availability. Similarly, 60.28% of respondents considered an information-rich website essential to be constantly present, while 34.15% supported its frequent availability.

Moreover, frequent collective discussions and teamwork opportunities were deemed essential. Collective discussions were supported by 51.57% of respondents for constant occurrence and 37.63% for frequent occurrence. Similarly, opportunities for teamwork were highly valued, with 45.30% favoring their constant presence and 42.51% their frequent presence. These responses suggest that regular dialogue, idea exchange, and collaborative efforts are key to effective knowledge transfer.

**Figure 6: Knowledge Transfer Activities Required in Government Organizations, Based on Questionnaire Survey, 2024**



*Question asked: How often do you think that the following activities and structures should be there for knowledge transfer in government organizations?*



Additionally, training to teach new knowledge and skills had the highest ‘always’ percentage, with 62.02% of respondents supporting its constant availability and 24.39% supporting frequent availability. This highlights the paramount importance placed on continuous learning and skill development within government organizations.

In summary, the survey results demonstrate a broad consensus on the significance of these activities and structures for improving knowledge transfer within government organizations. Each measure receives substantial support, indicating their collective importance in fostering an environment conducive to knowledge sharing and continuous learning.

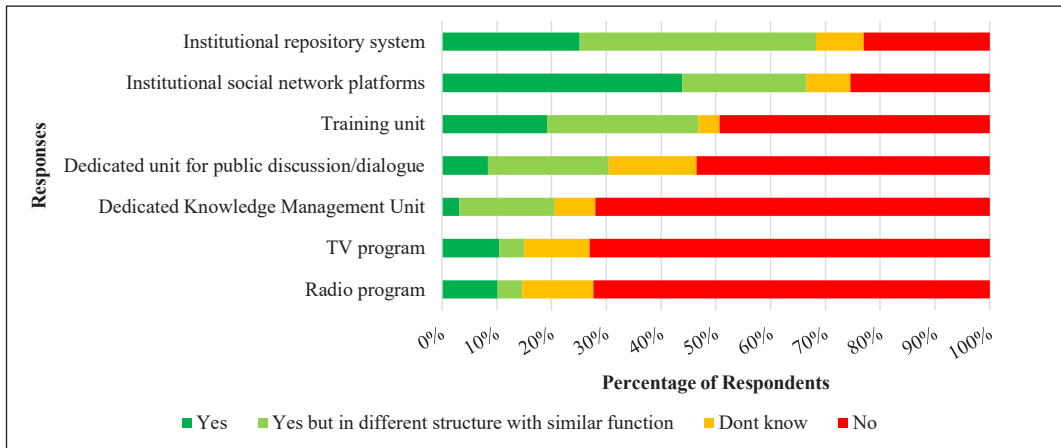
#### 3.1.4.3 Availability of Organizational Structures and Tools

The survey found that institutions are increasingly adopting various communication and knowledge management systems. The results reveal that institutional repository systems were the most widely adopted, with a prevalence of 68.3% (25.1% “Yes” and 43.2% “Yes but in different structure with similar function”). Similarly, institutional social network platforms were also widely implemented, with a prevalence of 66.5% (43.9% “Yes” and 22.6% “Yes but in different structure with similar function”).

Training Units and Dedicated Units for Public Discussion/Dialogue showed moderate adoption, with combined totals of 46.8% (19.2% “Yes” and 27.6% “Yes but in different structure with similar function”) and 30.4% (8.4% “Yes” and 22.0% “Yes but in different structure with similar function”), respectively. On the other hand, Dedicated Knowledge Management Departments or Branches were found to be relatively rare, with only 20.6% having such a department (3.1% “Yes” and 17.5% “Yes but in different structure with similar function”). TV and Radio Programs were the least prevalent, with combined totals of 15.0% (10.5% “Yes” and 4.5% “Yes but in different structure with similar function”).

In summary, the data shows a strong preference for digital and flexible communication tools, with a notable focus on social networks and repository systems. Traditional media formats and specialized knowledge management structures were less common, reflecting varying priorities and resource allocations within institutions.

**Figure 7: Availability of Knowledge Management Structure and Tools, Based on Questionnaire Survey, 2024**



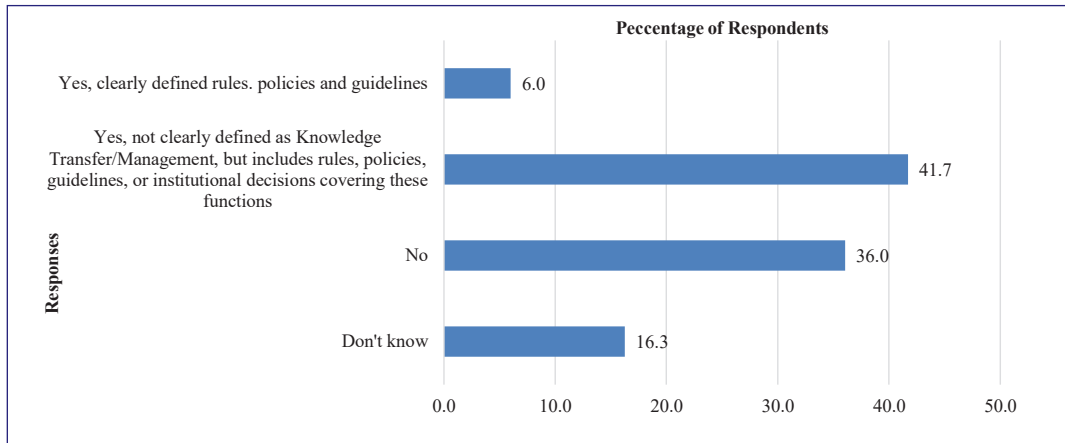
*Question asked: Are there following structure/tool within your organization?*

#### 3.1.4.4 Knowledge Sharing and Management Policies

Figure 8 shows the presence of rules, procedures, guidelines, or directives related to knowledge sharing and management within organizations. The responses reveal limited formalization, i.e. only 6.0% of organizations had clearly defined rules, policies, and guidelines specifically focused on knowledge sharing and management. A significant proportion (41.7%) of organizations had rules, policies, or guidelines that indirectly address knowledge sharing and management, although they may not be explicitly defined as such.

In contrast, 36.0% of respondents indicated that their organization did not have any such rules or guidelines. Additionally, 16.3% of respondents were unsure about the existence of these directives within their organization. These findings suggest that while many organizations had some form of guidelines related to knowledge sharing and management, a small portion had formalized policies dedicated to these functions. These highlight the importance of developing and implementing effective knowledge management policies to support organizational learning and innovation.

**Figure 8: Presence of Formal Rules, Guidelines and Procedure, Based on Questionnaire Survey, 2024**



*Question asked: Does your organization have any rule, procedure, guidelines or directives related to knowledge sharing and management?*

### 3.1.4.5 Knowledge Sharing and Training Activities

Regarding knowledge sharing and training activities, the results (Annex 4A) indicate significant differences between groups within institutions. Among the knowledge sharing activities there were disparities in how different groups within institutions benefit from organized sessions and tours. Disparities were found to exist in utilization of learning portal, suggesting that some groups may have had more access or engagement with these digital learning resources than others. Additionally, participation in all the staff meeting varied across different groups within institutions, highlighting varying levels of inclusion in organizational communication and decision-making process.

Differences in officer-level meetings signified varying degrees of involvement in strategic discussions and decision-making among different groups. Moreover, participation in group's discussions in internal issues varied, suggesting discrepancies in opportunities for collaboration and problem solving within the organization.

The findings emphasize the existence of unequal distribution and availability of various training and knowledge sharing opportunities among different groups within institutions. This disparity can impact how knowledge is disseminated, shared and applied across the organization, potentially influencing overall

institutional effectiveness and cohesion. Identifying and addressing these disparities could be crucial for promoting more equal access to professional development opportunities and fostering a more inclusive organizational culture.

### **3.1.5 Attitude of Knowledge Sharing**

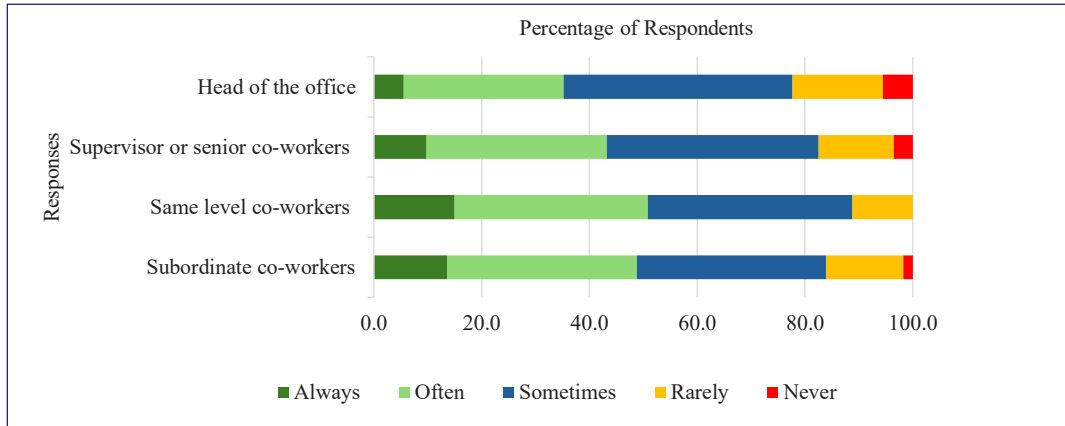
#### **3.1.5.1 Knowledge Sharing Dynamics Among Co-Workers**

The survey examined how frequently respondents received knowledge from and shared knowledge with different levels of co-workers.

Regarding the frequency with which various co-workers shared knowledge with respondents, the results showed variability based on the hierarchical level. Knowledge sharing from heads of the office was the least frequent, with only 5.6% of respondents indicating that this happened always, 29.6% often, 42.5% sometimes, 16.7% rarely, and 5.6% never. In contrast, knowledge sharing from supervisors or senior co-workers was more common: 9.8% of respondents reported always receiving knowledge from them, 33.4% often, 39.4% sometimes, 13.9% rarely, and 3.5% never. Same-level co-workers were a primary source of knowledge, with 15.0% of respondents stating they always shared knowledge, 35.9% often, 38.0% sometimes, 11.1% rarely, and none reporting never. Subordinate co-workers were also significant contributors, with 13.6% always sharing knowledge, 35.2% often, 35.2% sometimes, 14.3% rarely, and 1.7% never.

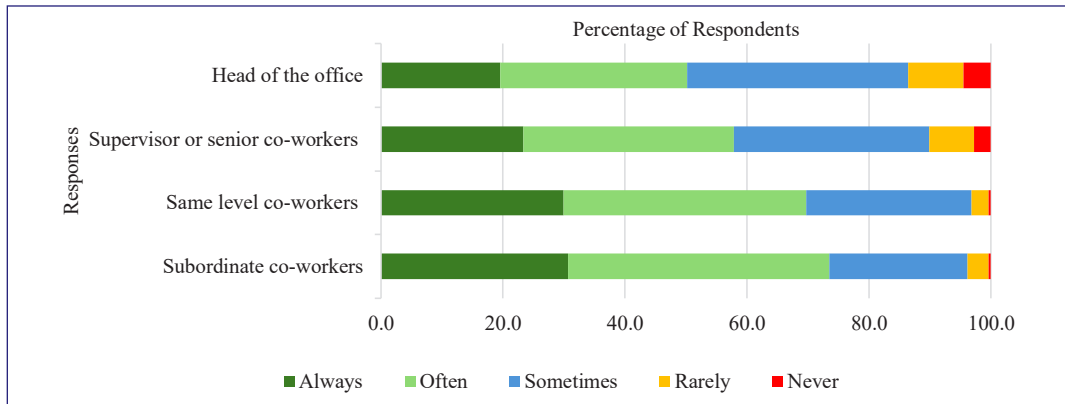
From the respondents' perspective on sharing knowledge, the results were similarly revealing. A substantial portion of respondents frequently shared knowledge with same-level co-workers, with 30.0% always and 39.7% often. Sharing with subordinate co-workers was also notable, with 30.7% always and 42.9% often. Sharing knowledge with supervisors or senior co-workers was somewhat less frequent, with 23.3% always and 34.5% often. Knowledge sharing with heads of the office was less common, with 19.5% always and 30.7% often. In general, knowledge sharing occurred less frequently in the "rarely" or "never" categories, with the lowest percentages seen for heads of the office (4.5% never) and same-level co-workers (0.3% never).

**Figure 9: Knowledge Sharing Dynamics From Co-Worker, Based on Questionnaire Survey, 2024**



*Question asked: Which co-workers shared knowledge with you?*

**Figure 10: Knowledge Sharing Dynamics With Co-Worker, Based on Questionnaire Survey, 2024**



*Question asked: With which co-workers did you share knowledge?*

The key takeaway from these findings is the strong reciprocal pattern in knowledge sharing. Respondents were more likely to both share and receive knowledge from their peers and subordinates, indicating a robust peer-to-peer and team-based exchange. The more frequent knowledge sharing with same-level and subordinate co-workers indicates a strong culture of peer-to-peer and team-based knowledge exchange. This may be due to the closer working relationships and more frequent

interactions between colleagues at similar or lower levels, which facilitates regular knowledge transfer. Conversely, interactions with higher-level staff are less frequent in both directions, suggesting a more hierarchical dynamics in these relationships.

Interestingly, knowledge sharing from heads and higher-level staff to other employees was less frequent compared to the sharing from employees to these top levels. Limited top-down knowledge flow can negatively impact an organization by causing misalignment between strategic goals and daily operations, leading to inconsistent practices and reduced effectiveness. Further analysis through correlation coefficients (Annex 4B) confirmed significant positive relationships between knowledge sharing behaviors across different roles. Notably, individuals showed strong correlations in both receiving knowledge from and sharing knowledge with their office heads. This correlation indicates that there was a very strong pattern of reciprocal knowledge exchange throughout the organization. Also, it advocates for a collaborative organizational culture where knowledge sharing is highly encouraged across all levels. Improving top-down knowledge flow is essential for ensuring strategic alignment, consistent practices, effective leadership, and unified organizational culture, ultimately enhancing overall organizational performance and agility.

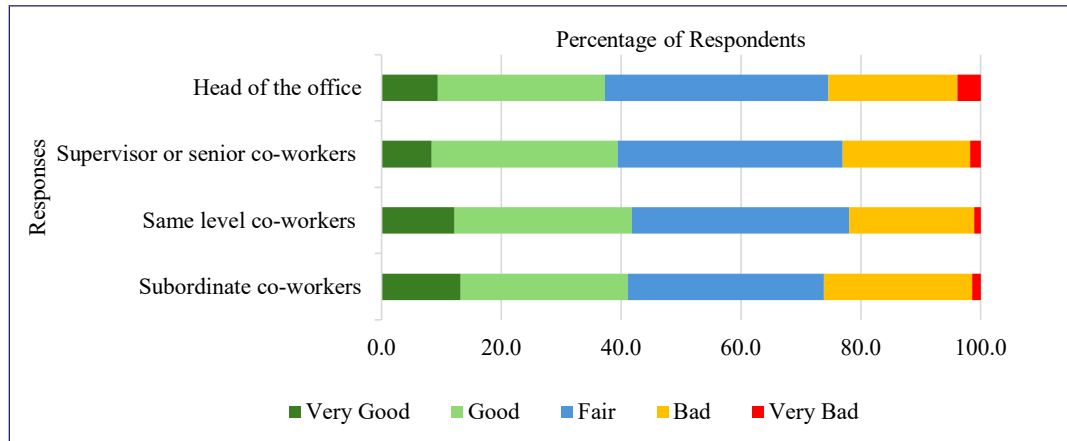
#### 3.1.5.2 Ratings of Knowledge and Information Shared by Co-Workers

The survey sought to evaluate how respondents rated the quantity and quality of knowledge and information shared by their co-workers across different hierarchical levels. Respondents rated the knowledge shared by heads of the office as fair for the majority, with 37.3% giving this rating. While 27.9% found it good, a notable 21.6% rated it as bad, and 9.4% considered it very good. Only a small fraction, 3.8%, rated it as very bad. In contrast, supervisors or senior co-workers were perceived more favorably, with 31.0% rating their knowledge sharing as good and 37.6% as fair. The percentage of those rating it as bad was slightly lower at 21.3%, with only 1.7% giving a very bad rating and 8.4% rating it as very good (Figure 11).

Knowledge shared by same-level co-workers received the highest proportion of “very good” ratings at 12.2%. Additionally, 29.6% rated it as good, and 36.2% found it fair. The percentage rating it as bad was comparable to other levels at 20.9%, with only 1.0% rating it as very bad. Lastly, the knowledge shared by subordinate co-workers was rated positively, with 13.2% of respondents considering it very good and 27.9% as good. A significant portion, 32.8%, rated it as fair, while 24.7% rated it as bad, and 1.4% as very bad.

Overall, the survey indicates that while knowledge sharing is generally rated as fair to good across all levels, same-level and subordinate co-workers are viewed more favorably compared to heads of the office and supervisors or senior co-workers.

**Figure 11: Quality of Information Shared by Co-Workers, Based on Questionnaire Survey, 2024**



*Question asked: How do you rate the quantity and quality of the knowledge and information shared by your co-workers?*

### 3.1.5.3 Emotional and Professional Impacts of Sharing Knowledge

The survey examined the emotional and professional impacts that respondents experienced when sharing knowledge and information with their co-workers .

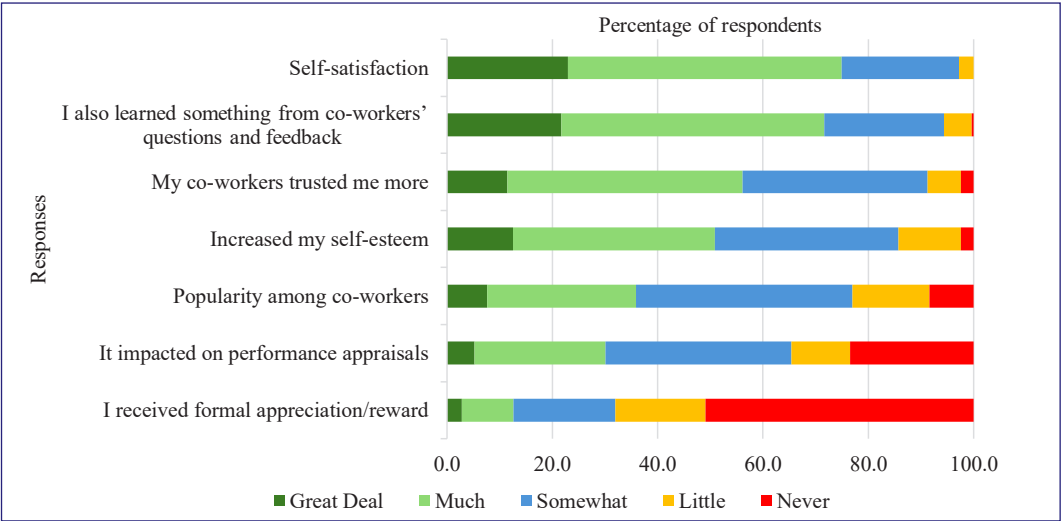
The most significant impact was seen in self-satisfaction, with 51.9% of respondents feeling a 'much' degree of satisfaction and 23.0% experiencing it to a 'great deal'. Learning from co-workers' questions and feedback was a major benefit for 50.0% of respondents, who felt it 'much', and 21.7% experienced it 'great deal'. Respondents also felt significant trust from co-workers, with 44.6% indicating this to a 'much' extent and 11.5% to a 'great deal'. Similarly, increased self-esteem was notably reported by 38.3% as 'much' and 12.5% as 'great deal' (Figure 12).

The impact on popularity among co-workers was less significant, with only 7.7% feeling a great deal of increased popularity and 28.2% feeling it much. Similarly, the effect on performance appraisals was modest, with 5.2% perceiving a great deal of impact and 24.8% experiencing it much. Finally, formal recognition and rewards

for knowledge sharing are the least frequently reported impacts. Only 2.8% received a great deal of formal appreciation or reward, and 9.8% experienced it much.

These findings emphasize that sharing knowledge primarily enhances self-satisfaction and learning from feedback, with notable benefits in building trust and increasing self-esteem. However, there is a need for improved formal recognition and better integration of these activities into performance evaluations. Doing so can boost employee motivation, align activities with organizational goals, foster a culture of knowledge sharing, and enhance overall performance and development.

**Figure 12: Impact of Knowledge Sharing on Individual, Based on Questionnaire Survey, 2024**



*Question asked: What did you feel when you shared knowledge and information with your co-workers?*

Additionally, significant correlations (Annex 4C) between various positive effects of knowledge sharing were observed. Satisfaction from sharing knowledge was strongly correlated with increased popularity among co-workers and heightened self-esteem with significant p-value. Similarly, being perceived as a higher performer correlated with increased self-esteem (0.382,  $p < 0.001$ ) and popularity among co-workers ( $r = 0.386$ ,  $p < 0.001$ ). This correlation highlights the interconnectedness of these factors, indicating that employees who feel satisfied and recognized for their contribution are likely to experience enhanced social standing and professional esteem within the organization.

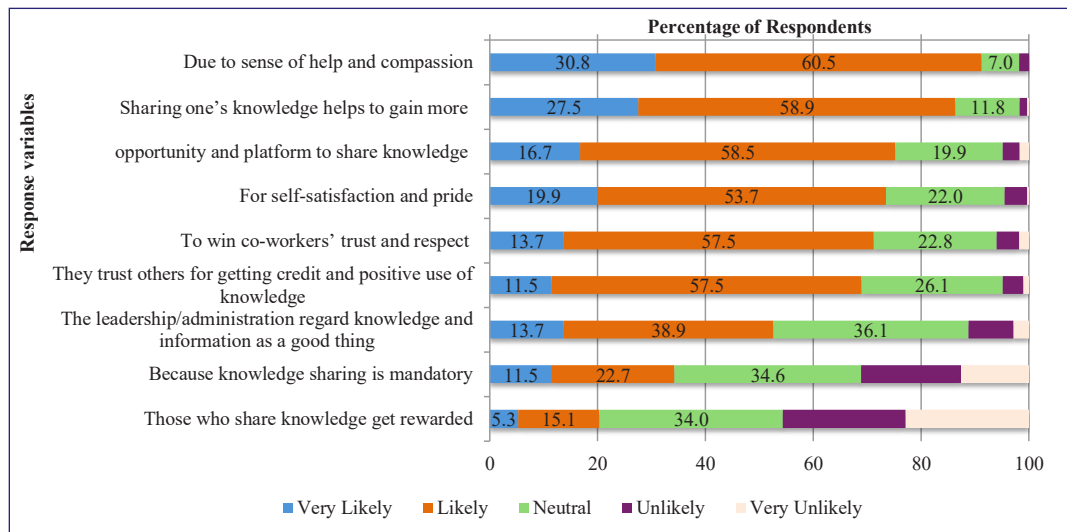


### 3.1.6 Factors Determining the Practice of Knowledge Sharing

#### 3.1.6.1 Motivating Factors for Knowledge Sharing

The survey explored various factors that motivate workers to share knowledge with their co-workers, revealing several key drivers. Sense of help and compassion was found to be the most significant motivator, with 30.8% of respondents considering this very likely and 60.5% finding it likely. This indicates that altruism is a primary driver for knowledge sharing. Another major motivator was the opportunity to gain more knowledge, with 27.5% viewing this as very likely and 58.9% as likely - emphasizing the reciprocal benefits of sharing. The availability of opportunities and platforms for sharing knowledge also plays a crucial role in motivating to share knowledge, which got responses from 16.7% respondents as very likely and from 58.5% respondents as likely. Self-satisfaction and pride in one's contributions were also found to be important factors, with 19.9% finding this very likely and 53.7% likely. To win co-workers' trust and respect was another notable motivator, with 13.7% viewing it as very likely and 57.5% as likely. Trusting that shared knowledge will be used positively and credited motivated 11.5% respondents very likely and 57.5% respondents likely. In contrast, leadership's regard for knowledge sharing, because knowledge sharing is mandatory, and those who share knowledge get rewarded were less motivating factors, with 13.7%, 11.5%, and 5.3% respectively viewing them as very likely.

**Figure 13: Motivating Factors to Share Knowledge, Based on Questionnaire Survey, 2024**



*Question asked: What factors may be motivating workers to share the knowledge and information with co-workers?*

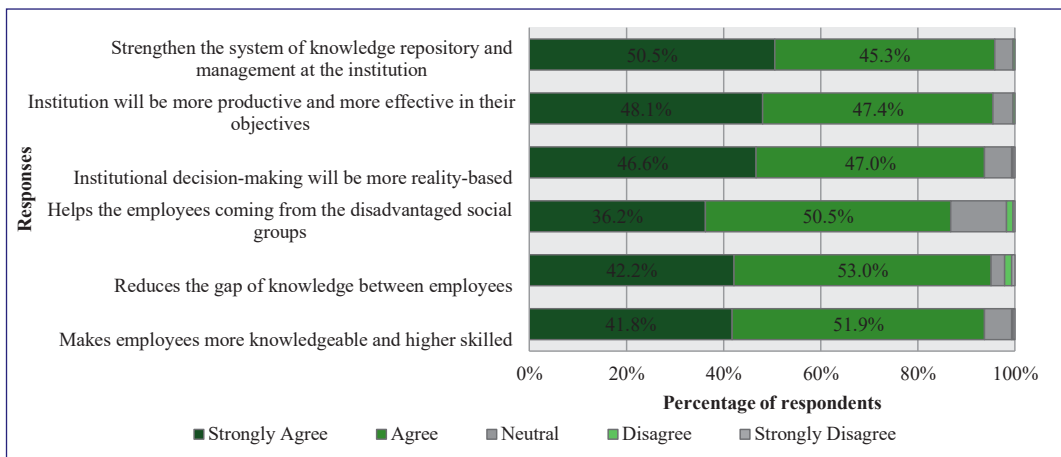
The desire to gain co-workers' trust and respect was another notable motivator, with 13.7% viewing it as very likely and 57.5% as likely. Trusting that shared knowledge will be used positively and credited motivated 11.5% respondents very likely and 57.5% respondents likely. In contrast, leadership's regard for knowledge sharing, because knowledge sharing is mandatory, and those who share knowledge get rewarded were less motivating factors, with 13.7%, 11.5%, and 5.3% respectively viewing them as very likely.

mandatory sharing, and rewards showed less impact. Only 13.7% find leadership's regard very likely and 38.9% find it likely to motivate them, while mandatory sharing and rewards have minimal influence, with very likely responses at 11.5% and 5.3% respectively. Overall, the findings show that intrinsic motivators such as personal fulfillment, the opportunity to gain knowledge, and having structured sharing opportunities are the most influential factors driving knowledge sharing among workers. In contrast, factors like leadership support, mandatory sharing, and rewards are less effective motivators, indicating that personal and relational aspects are more compelling in encouraging knowledge sharing.

### 3.1.6.2 Perceived Benefits of a Knowledge-Sharing Culture in Public Institutions

The survey explored opinions on the advantages of fostering a knowledge-sharing culture in public institutions. There is strong support for all listed benefits, with each option receiving high levels of 'strongly agree' and 'agree' responses. Respondents widely acknowledged that knowledge sharing strengthens knowledge management, enhances productivity, improves decision-making, reduces knowledge gaps, boosts employee skills, and supports disadvantaged groups. This broad consensus highlights the critical role of knowledge sharing in improving institutional performance and inclusivity, emphasizing the need for its integration into core strategies.

**Figure 14: Advantages of Having Knowledge Sharing Culture in Public Institution, Based on Questionnaire Survey, 2024**



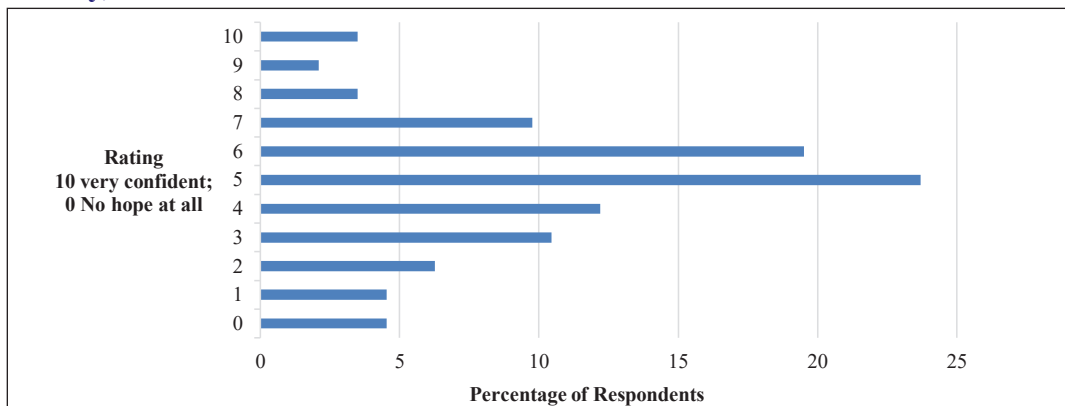
*Question asked: What is your opinion regarding the following advantages of having a culture of knowledge sharing at public institutions?*

### 3.1.6.3 Hope for Improvement in Knowledge Sharing in Public Institutions

The survey assessed respondents' optimism regarding the potential for significant improvements in knowledge sharing within public institutions over the next five years. Respondents rated their level of hope on a scale from 0 to 10 where 10 indicates very high confidence and 0 indicates no hope at all. The distribution of responses reveals a varied range of optimism. A notable proportion of respondents were moderately hopeful, with 23.7% rating their hope at a midpoint score of 5. This suggests a balanced view, indicating that while there is some expectation for improvement, respondents are cautious about the extent of change. On the optimistic side, 19.5% rated their hope at 6, and smaller percentages, 9.8% and 3.5%, rated their hope at 7 and 8, respectively. This indicates that some respondents are fairly confident that improvements in knowledge sharing will occur.

Conversely, a significant number of respondents expressed lower levels of hope, with 10.5% rating their confidence at 3, and 12.2% at 4. This reflects a moderate level of skepticism regarding substantial progress in the near future. Additionally, 6.3% rated their hope at 2, and 4.5% at both 0 and 1, showing a small yet notable segment of respondents with minimal to no expectation for improvement. Overall, while there is a mix of cautious optimism and skepticism, the predominant sentiment is one of moderate hope. The data suggests that while there is recognition of potential for improvement in knowledge sharing, expectations were tempered by past experiences and current challenges within public institutions.

**Figure 15: Improvement in Public Institutions Rating, Based on Questionnaire Survey, 2024**



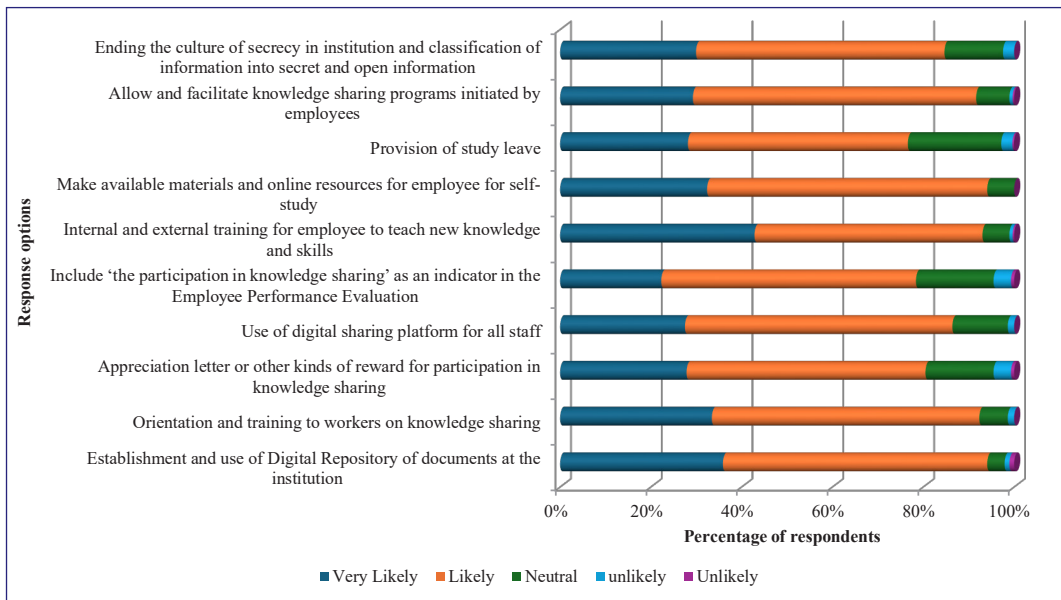
*Question asked: Given the changes you have seen in the public institutions within last 5 years, how hopeful are you that there will be significant improvement in knowledge sharing in these institutions in the next five years?*

### 3.1.6.4 Impact of Proposed Measures on Knowledge Sharing

The survey assessed respondents' opinions on various measures designed to improve knowledge sharing among employees. The findings indicate strong overall support for all measures, with most being viewed as likely or very likely to enhance knowledge sharing. Specifically, establishing digital repositories and offering online resources for self-study, along with internal and external training programs, received high endorsements. Measures that facilitate employee-initiated knowledge sharing and utilize digital platforms were also widely favored.

Although there was broad agreement on the effectiveness of these measures, providing study leave, integrating knowledge sharing into performance evaluations, and offering formal rewards garnered slightly less enthusiasm, with a small segment of respondents remaining neutral. Nevertheless, the overall consensus is positive, suggesting that focusing on these areas could further enhance knowledge sharing and address diverse employee needs.

**Figure 16: Impact of Proposed Measures on Knowledge Sharing, Based on Questionnaire Survey, 2024**



*Question asked: Will the following measures, if employed, improve the current state of knowledge sharing among employees?*

### 3.1.7 Effect of Age, Gender and Experience

To understand the knowledge, attitude and practice of knowledge transfer and management in government institutions, Kruskal Wallis test was conducted. Kruskal Wallis test is rank based non-parametric test that can be used to determine if there are statistically significant differences between effect of two or more groups of an independent variable on continuous or ordinal dependent variable (Vargha & Delaney, 1998).

Table 3 presents statistical results of relationship between knowledge, attitude and practice of the government employees with demographic factors age, gender and total service experience in government sector of Nepal using Mann-Whitney and Kruskal-Wallis tests. For the purpose, questions related to knowledge management activities and structures, organization knowledge transfer practices and their involvement in knowledge transfer activities and question like “how often they share their knowledge as attitude of knowledge transfer”, “how often training, learning portal, staff meeting” etc. related question were under practice of knowledge transfer related analysis. From the analysis, knowledge and attitude of sharing information has significant association with age factor. Similarly, attitude of sharing knowledge among the high experience staff is likely to have significant association. Either than that the insignificant result obtained from the participants view concludes that practice of knowledge transfer and management practices are independent with an individual’s age, gender and their work experience.

**Table 3: Statistical Relation of Knowledge, Attitude and Practice Score on Knowledge Management Practices According to Demographic Groups: Age, Gender and Total Government Services, Based on Questionnaire Survey, 2024**

|                    |                     | Knowledge     |             | Attitude      |             | Practice      |             |
|--------------------|---------------------|---------------|-------------|---------------|-------------|---------------|-------------|
|                    |                     | Mean Rank (%) | Median (sd) | Mean Rank (%) | Median (sd) | Mean Rank (%) | Median (sd) |
| Age                | Below 25            | 10.45         | 1.00 (.00)  | 59.41         | 2.93 (0.10) | 62.46         | 2.66 (0.31) |
|                    | 25-34               | 38.96         | 1.31 (0.65) | 51.13         | 2.71 (0.67) | 47.54         | 2.55 (0.59) |
|                    | 35-44               | 54.97         | 1.72 (0.65) | 51.79         | 2.71 (0.67) | 49.01         | 2.55 (0.56) |
|                    | 45-54               | 56.34         | 1.72 (0.69) | 49.59         | 2.92 (0.71) | 57.40         | 2.44 (0.52) |
|                    | Above 55            | 50.31         | 1.5 (0.49)  | 33.70         | 2.57 (0.68) | 38.40         | 2.11 (0.47) |
| Significance Level | Kruskal-Wallis Test | 0.001         |             | 0.038         |             | 0.366         |             |

|                                     |                     | Knowledge     |             | Attitude      |             | Practice      |             |
|-------------------------------------|---------------------|---------------|-------------|---------------|-------------|---------------|-------------|
|                                     |                     | Mean Rank (%) | Median (sd) | Mean Rank (%) | Median (sd) | Mean Rank (%) | Median (sd) |
| Gender                              | Male                | 53.90         | 1.63 (0.64) | 51.77         | 2.71 (0.68) | 52.01         | 2.55 (0.55) |
|                                     | Female              | 46.80         | 1.45 (0.73) | 51.87         | 2.71 (0.71) | 51.31         | 2.44 (0.59) |
| Significance Level                  | Mann Whitney Test   | 0.064         |             | 0.979         |             | 0.856         |             |
| Total Government Service Experience | Less than 1 year    | 33.72         | 1.27 (0.30) | 70.77         | 2.92 (0.62) | 55.08         | 2.94 (0.38) |
|                                     | 1-2 year            | 37.18         | 1.27 (0.53) | 64.85         | 2.57 (0.73) | 48.94         | 2.77 (0.69) |
|                                     | 3-6 year            | 46.09         | 1.50 (0.74) | 52.37         | 2.71 (0.73) | 50.84         | 2.55 (0.49) |
|                                     | 7-10 year           | 46.40         | 1.54 (0.62) | 48.96         | 2.57 (0.61) | 41.75         | 2.44 (0.59) |
|                                     | More than 10 year   | 56.72         | 1.72 (0.67) | 51.51         | 2.94 (0.69) | 56.25         | 2.44 (0.54) |
| Significance Level                  | Kruskal-Wallis Test | 0.130         |             | 0.015         |             | 0.251         |             |

*Note: Method used - Mann-Whitney and Kruskal Wallis tests (univariate).*

### 3.1.8 Principal Component Analysis

This research used Statistical Package for Social Science (SPSS) as data analysis tool and adopted Principle Component Analysis (PCA) method. It is used to analyze the association of major components to apply variable reduction technique. It aims to reduce a larger set of variables into a smaller set of ‘artificial’ variables, called ‘principal components’, which account for most of the variance in the original variables. The main advantage of PCA is reducing the number of dimensions in data, without much loss of information. Method for PCA was followed in series of steps: getting data for analysis, subtracting mean, calculating the covariance matrix, eigenvectors calculations and eigenvalues of the covariance matrix, choosing a component and forming a featured vector, and deriving the new data sheet (Abdi & Williams 2010; Greenacre et al., 2022; Wold et al., 1987).

The cutoff criteria analysis KMO and Bartlett test is the preliminary phase of analysis for running PCA where the data of the research significantly met the criteria (higher value close to 1) with value 0.857 (Annex 4D). This test measures the reliability of the data for factor analysis with sampling adequacy for each variable (Kaiser, 1970). Further, total variance and calculation of eigen values (Adegbembo

et al., 2020; Julnes, 1999) is explained in the Annex 4E and Annex 4F. The result of the factor analysis for the knowledge transfer factors shows that 37 items resulted in 5 components which have been termed in this study result as “Collaborative Learning”, “Individual Factors”, “Training and Development”, “Employee Engagement”, and “Organizational Culture” as shown in Table 4.

**Component 1 - Collaborative Learning:** The first component named collaborative learning extracted and explained the cronbach alpha values, range from 0.698 to 0.750, indicating that these items have good internal consistency and reliability. This component majorly seems to capture the idea of sharing the knowledge and expertise among the colleagues and supervisors, both horizontally and vertically within the organization. And hence the term for the component as Collaborative learning is suitable as it clearly conveys the clear meaning of sharing knowledge among peers, seniors, juniors. All the six items in the component had a loading above 0.5 significance value.

**Component 2 - Individual Factors:** The second component seems to capture the idea of how employees perceive their social standing within the organization, including their level of recognition, trust, and self-esteem.

**Component 3 - Training and Development:** The third component named as training and development mainly iterated 8 factor loading all with above 0.5 significant values. The factor loading variables majorly seems to capture orientation and training to new employees, organizing knowledge sharing programs, establishing digital platform for learning, tours, and external training opportunities.

**Component 4 - Employee Engagement:** Fourth component from the analysis majorly includes the participatory engagement of the employees. As shown in table 4, group discussions in organization, participatory meetings, lecture and presentation within organization, staff meeting etc. with factors loading above 0.5 were major variables iterated in component 4 named with suitable term as employee engagement.

**Component 5 - Organizational Culture:** The last component loaded 6 factors, namely reality based decision making, prioritization of disadvantaged group, employee improvement with skilled knowledge, strengthen organization system, productive and effective outcome, reduce knowledge gap between employees with significance level above 0.5 . These factors were subsequently named organizational culture.

**Table 4: Factor Loadings From PCA Analysis, Based on Questionnaire Survey, 2024**

| Principal Components     | Variables                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Collaborative learning   | <ul style="list-style-type: none"> <li>➤ Sharing knowledge among supervisors or co-workers (0.750)</li> <li>➤ Sharing knowledge among the same level co-workers (0.720)</li> <li>➤ Sharing knowledge among co-worker under you (0.712)</li> <li>➤ Sharing knowledge from your supervisor and co-worker (0.698)</li> <li>➤ Sharing knowledge from co-worker under you (0.696)</li> </ul> |
| Individual factors       | <ul style="list-style-type: none"> <li>➤ Popularity among co-workers (0.691)</li> <li>➤ Increased self-esteem (0.637)</li> <li>➤ I receive formal appreciation/reward(0.600)</li> <li>➤ My co-worker trust me (0.582)</li> <li>➤ Marked me as high performer (0.522)</li> </ul>                                                                                                         |
| Training and development | <ul style="list-style-type: none"> <li>➤ Training for new employee (0.709)</li> <li>➤ Orientation and training on knowledge sharing (0.686)</li> <li>➤ Facilitate sharing program (0.652)</li> <li>➤ Make available materials (0.645)</li> <li>➤ Establish and use digital platform (0.627)</li> </ul>                                                                                  |
| Employee engagement      | <ul style="list-style-type: none"> <li>➤ Group discussion (0.748)</li> <li>➤ Opportunity for team-work (0.698)</li> <li>➤ Staff meeting (0.597)</li> <li>➤ Lectures and Presentation (0.578)</li> <li>➤ Tour (0.520)</li> </ul>                                                                                                                                                         |
| Organizational culture   | <ul style="list-style-type: none"> <li>➤ Reality based decision making (0.709)</li> <li>➤ Productive outcome (0.635)</li> <li>➤ Prioritize disadvantaged (0.610)</li> <li>➤ Reduce knowledge gap (0.603)</li> <li>➤ Employee improvement with skill based knowledge (0.521)</li> </ul>                                                                                                  |



### **3.2 Qualitative Data Analysis**

In order to triangulate the findings from quantitative data, the research also adopted qualitative data collection methods viz. in-depth interviews (IDI), unstructured questionnaire from the survey tools (2023/24) and public policy dialogue (PPD) held at PRI in June 2024. Information received from the public policy dialogue were analysed thematically using excel sheet. The description of the analysis are presented in this section.

Three major themes were generated based on the unstructured questionnaire that were associated to knowledge transfer from the respondents. Along with probe questions, the information were collected via policy dialogue, in-depth interviews (Annex 2) and open ended questions (Annex 1) from the survey tool. Instances of the questions include: “What is the current practice of knowledge transfer in your organization?”, “What positive effect must have been on the worker who shares knowledge and information with others”, “What factors may be motivating workers to share the knowledge and information with co-workers”.

In response to the question about positive impact of knowledge sharing among employees, trust and recognition within the organization were mostly highlighted by the respondents as it helps to boost the confidence and encourages the employees on sharing knowledge. Learning through the team and collaboration is the positive side of the knowledge sharing as this enhances increased participation and make them feel more invested in the project success. Additionally, the positive side of knowledge sharing is that it enhances employees self confidences and validates personal learnings.

Additionally, trust in the organization, institutionalization of service and activities and sense of community were enlisted as motivating factors, among workers, to share knowledge and information. The respondents further elaborated that when workers feel valued and being supported for their contributions, they contribute to share knowledge and expertise with other. A compulsory employee evaluation guideline for knowledge sharing, establishing a clear communication channel, fostering sense of belongingness are the motivating factors that connect people and ensure community involvement in the organization – as additionally marked by respondents. Some additional barriers or challenges that respondents highlighted on open ended responses include silo mentality, unwanted transfer of employees, and individual’s personal attitudes. Further elaboration of the theme-wise information is presented as follows.

### **3.2.1 Organizational Factors**

#### **3.2.1.1 Unclear Policies and Guidelines**

Majority of the respondents stated that there is no any formalized knowledge transfer protocol within their organization. Respondents expressed worry about the absence of any established programs, procedures or guidelines specially aimed at facilitating robust knowledge transfer culture. Despite admitting non-existence of dedicated policy, it was observed that existing legal frameworks and governmental practices indirectly supported elements of knowledge transfer.

“I am unaware of any specific policy or law regarding inter-employee knowledge transfer. However, the prevailing legal system and government office practice do not completely lack infrastructure for knowledge transfer.”(IDI, 2024/5/15)

On the other side, unpredictable employee transfer is one of the major issues in systematically organizing the knowledge in an organization. Transfer of civil servants is designed, in two years, for the sake of equal work load distribution based on geographical location. However, consequences including disturbance to information exchange and knowledge transfer have emerged. On the top of this, unpredictability of transfer/placement among the Joint Secretariats and Secretaries who are moved regularly due to political changes worsens this problem. Such cases prevent valuable knowledge and skills from being effectively transferred between workers thereby hampering institutional adaptability as well as performance improvement. These circumstances sometimes breed an atmosphere of mistrust and skepticism among the public sector employees making it difficult to promote information sharing and collaboration. This system significantly affects how knowledge is managed within the organization.

Frequent and unpredictable transfers of secretaries is problematic, disrupting knowledge transfer and hindering office productivity. Instances where secretaries are transferred within a few days of joining an office serve as clear examples of the resulting difficulties, preventing the effective initiation of new responsibilities and the smooth execution of ongoing tasks. Such situation leads to frustration among the employees who feel that their knowledge are not being utilized effectively and could create a culture where knowledge is withheld rather than shared. Moreover, this transfer system can be seen as a barrier in context of civil service to transfer valuable knowledge among the government employees. Senior staffs, despite their experience often moved around suddenly, which disrupts their work and limits

ability to contribute effectively. Consequently, employees may feel frustrated and demotivated to share their knowledge among others.

Also, there are situations where an individual reserves knowledge and skips handovers due to undesired or unfair placements which makes employees lose interest in sharing ideas among themselves. At worst case scenarios, it may cause for some individuals to erase any traces of their work before they leave the organization. Dealing with these problems means that some action should be taken in advance like coming up with policies and framework in place to ensure effective knowledge carryover on institutionalized basis. These measures help organizations remain strong in the face of challenging times and maintain high standards of public service delivery.

Though many respondents agree that certain practices of information management are included in the current policies, they further add on necessity of the policy that regulate the system of expertise knowledge transfer and experience among the staff and organization. Some of the participants hinted that certain organizations of Nepal's public administration have been informally practicing information dissemination through meeting and discussions to update, share new policies and directives and communicate organizational goals - but these are limited and based on individual's interest only. They further hinted that, with the initiation of an individual, some of the instances of knowledge sharing practices have been done, which includes the rules of "zero hour meetings", "weekly update meeting", "briefing after the training or learning portals or external visits" etc. But this is not applicable in the context of other ministries and organizations since its not a mandatory regulation enhanced via government channel. Hence, policies, act and guidelines compel people to do the activities. In case of transferring the learned values and experience during the working tenure of an individual, it becomes an asset of the organization which needs to be considered as regulatory rule.

### **3.2.1.2 Training Module**

A critical area of concern highlighted was the inadequacy of the institutions training modules. Despite the existence of training programs, they are predominantly generic and fail to address specific need or challenges faced by the employees. A significant number of training participants undergo repetitive sessions without meaningful updates or practical applications. Moreover, identifying a target group of training initiatives is necessary for effective resource allocation and prevent missed opportunities for skill enhancement.

Most of the training sessions focus on theoretical knowledge or outdated practices rather than incorporation of existing organizational trends, technological advancements, or even changing regulatory requirements. Much of it is irrelevant and does very little to equip its employees with the requisite competencies to efficiently handle contemporary challenges. Lack of rigorous training modules and practices highlights problems beyond mere issues of training deficiencies.

Development of knowledge competencies is stifled, innovation is hampered, and growth in employees of different level is hobbled when training doesn't progress in symbiosis with the changing workforce needs and that of the organization. These gap in training module and practices, as highlighted from the survey, continue to point out the obvious - that a strategic and adaptive approach must be taken toward the art and science of workforce development. This requires a focused effort at overhauling training strategies and practices in the government institutions. It includes development of tailored training modules in line with organizational goals and specific job roles, update of content and practical applications, and mechanism to systematically identify and rank training needs across institution.

### 3.2.1.3 Hierarchical Sharing Culture

Reporting practice was found to be done by the junior level staff to the higher-level staff employees. On their part, this reporting mechanism is mutually beneficial; it allows better organizational performance and innovation, and increases informed decision-making to apprentice effectiveness and success. The frequency and intensity of communication among employees can affect the flow of information within the organization. A flat organizational structure with fewer hierarchies can facilitate communication among employees, while a hierarchical structure may create barriers.

The sharing culture shapes how certain information may be valuable and what they are willing to share among each other within the organization. In a competitive culture that values individual achievement, employees may protect their knowledge to keep co-workers in the dark and come out on the top. By contrast, a culture that promotes collaboration and teamwork is likely to be the one where employees are much more willing to share knowledge.

Multi-faceted exchange of views, including meetings, discussions, seminars, staff meetings, etc. held in the office, have also provided the basis for knowledge transfer. In the public administration of Nepal, which is in a vertical hierarchy, lower-level officials or employees submit their cases to higher-level officials for decision-

making and the authorized officials make the final decision. From this, it can be expected that the lower-level employees participating in the decision-making process will gradually transfer knowledge from higher-level officials, who have more work-related knowledge and experience. In this way, knowledge is gradually transferred according to the learning by doing principle. For this, the head of the office has to deploy employees by combining experienced and new human resources in a way that makes it easy for knowledge transfer in a department, branch, field or office. Since the subject of knowledge transfer is abstract in itself, it cannot be believed that knowledge transfer will automatically occur if a policy or law is passed.

### **3.2.2 Individual Factor**

#### **3.2.2.1 Silo Mentality**

SILO Mentality encompasses an individual barrier within organization that restricts the knowledge transfer. While leadership undermines the importance of knowledge transfer, it implies to the junior level workers to ignore sharing information and thus can't move across departments. Secondly, former employees feel threatened by knowledge transfer and therefore stand to lose their importance as an individual or expert. Respondents also hinted about the school of thought regarding hierarchy where senior level employee presents their arrogance: the culture that intimidates junior level staff or value them low resulting inhibition of open communication.

Further, collective collaborative knowledge transfer requires openness and willingness to engage with others. A de facto scholar mentality might prioritize individual achievement over teamwork, making it challenging to participate in collaborative efforts to transfer knowledge effectively. Also such kind of mentality may be entrenched in their own methods and perspectives, making it difficult to adapt their knowledge to different contexts or the needs of diverse audiences within the organization.

#### **3.2.2.2 Self Satisfaction and Popularity**

Several key individual factors significantly influence knowledge transfer dynamics within the organization. Participants indicated various positive outcomes resulting from their engagement in sharing knowledge and information with colleagues. Firstly, respondents reported moderate level of self-satisfaction, while the increase in self-esteem was notable meaning that personal fulfilment and heightened

confidence are some of the benefits employees derive from contributing expertise to others.

Moreover, employees who shared their knowledge tend to feel that sharing knowledge among their co-worker will upgrade their popularity. This perception underlines social benefits and positive regard that accompany sharing valuable insights and information within the team.

Recognition and rewards for knowledge sharing behaviour are likely to have actual organizational efficiencies and, hence, this culture should be valued in workplace. In summary, individual's motives and perception play a stimulating role in efficient knowledge transfer. Those firms that understand and foster individual factors of personal satisfaction, social recognition, and professional recognition have greater potential to create an organizational culture where sharing is actively encouraged. In large, effective transfer is seen to depend on various motivational methods. Non-financial incentives in the form of career advancement opportunities, job enrichment, job security, and employee recognition programs are likely to play important roles in the free flow of expertise to others from an employee. These non-financial incentives seem to be absent in the government organizations in Nepal

### **3.2.3 Physical Factors**

#### **3.2.3.1 Technology**

Regarding the physical factors of knowledge transfer, participants most significantly highlighted the term technology. Sharing on the positive note, they expressed that technological development are driving changes in context of managing knowledge in government system. Initiating the application of e-governance system and other online system is one of the biggest example that government is heading towards new technological development. Participants from policy dialogue highlighted a crucial point about the use of technology in knowledge and information management. Though digitization has been in practice along with the development of technology, participants focused that archiving of the important documents, knowledge, organizational reporting etc., is still missing in the government system. Moreover, the need for a balanced approach that leverage technology to enhance, not replace, vital human interaction in knowledge sharing activities like group work and open discussion should also be considered.

Organizational support for knowledge transfer is crucial, including providing resource to the employees, leveraging digital platforms and encouraging participation

of employees in knowledge sharing program. The respondents of the study highlighted that knowledge transfer in the government system are informal, and ad-hoc. Sharing of information only among the close staffs or favoritism overrules the ethical practices within the public institutions of Nepal.

In-depth interviewee hinted to one of the systems initiated from Ministry of Information and Communication - “Government Integrated Office Management System (GIOMS)”. It is a prime example of a well-intended system that isn’t being used to its full potential. GIOMS is designed to streamline government operation, including scheduling, task management, day to day updates, calendar and intelligence processing. However, despite the potential, the system isn’t being fully utilized to facilitate the knowledge transfer system. It is crucial to prioritize and emphasize the use of systems like GIOMS from day one, starting with the employee orientation. By integrating these systems in daily routines and encouraging regular updates, organizations can foster a culture of knowledge sharing and automatically build a robust institutional memory.

### **3.2.3.2 Human Resource Development**

From the respondents perspective, another way of support for knowledge flow initiative is training and development of the employees. From the level of entry of an employee in the government service, orientation, on the job training, off the job training etc. make an input to develop knowledge. One of the respondents from policy dialogue, who is involved in training the government employee, hinted that employees need to be trained about the importance of managing the information, utilizing, storing and flow of the knowledge from their entry level at the institution. Consequently, it supports to systematize the management of information and flow of knowledge in convenient way.

Majority of the respondents from the interview and policy dialogue agreed with the fact that training is one of the medium of creating knowledge and can be important in creating a pool of expert. One notable example provided by a respondent from in-depth interview highlighted the importance of training of trainers (ToT) as a means of creating a pool of experts. This approach involves the selection of the best individuals from previous training sessions via exams or presentations and conducting a training session for them, thereby equipping them with necessary skills and expertise to share their knowledge with others. This process can be seen as a continuous cycle of knowledge transfer, where individuals with expertise can pass their knowledge to others, creating a ripple effect that fosters collective growth



and improvement. By adopting this approach, organizations can build capacity, improve skills and establish a sustainable knowledge management system that ensures that sharing of knowledge and expertise is not limited to an individual, but rather is spread throughout the organization or community.

### **3.2.4 Advantage of Knowledge Transfer**

Based on the analysis of interview transcripts, several key benefits of implementing effective knowledge management and transfer processes emerged. These benefits were consistently highlighted by respondents and can be categorized as follows.

#### **3.2.4.1 Builds Trust**

Participants frequently noted that a culture of knowledge sharing fostered greater sense of trust within teams and across the organization. They felt that when colleagues were willing to share their expertise and insights, it demonstrated a commitment to collective success rather than individual hoarding of information.

“When leaders encourage knowledge sharing, it shows they trust us to use that information responsibly and for the good of the organization”. (IDI, 2024)

Transparency and openness inherent in effective knowledge transfer mechanisms reduced internal competition and encouraged a collaborative environment. This shared understanding and willingness to support each other were seen as fundamental to building strong working relationships and overall organizational trust.

“When someone readily shares how they solved a difficult problem, you feel like you’re all in it together. It definitely builds trust.” (PPD, 2024)

#### **3.2.4.2 Improves Institutional Memory**

A significant concern raised by respondents was the potential loss of critical knowledge when experienced employees leave the organization. They emphasized that knowledge management acted as a vital mechanism to capture and preserve this “institutional memory”, preventing the need to relearn lessons or rediscover solutions. Relying solely on individual memories was unsustainable and risky. They saw documented processes, accessible databases of information, and structured handover procedures as essential for ensuring that the organization’s collective knowledge base remain intact and accessible to future generations of employees.



This was seen as crucial for maintaining efficiency and preventing operational disruptions.

“We’ve lost so much valuable knowledge when long-term employees retire. It’s like starting from scratch sometimes.” (PPD, 2024)

#### **3.2.4.3 Quality Service Delivery**

A strong link was identified between effective knowledge management and the ability to provide high-quality services to the public. Respondents believed that having access to accurate, up-to-date information and best practices enabled them to respond to inquiries more effectively, process requests more efficiently, and ultimately deliver a better experience for service recipients. Empowering employees with the necessary knowledge led to increased confidence and competence in their roles, which translated directly into improved service quality. They saw knowledge management as a tool that reduced errors, streamlined processes, and ultimately enhanced the public’s perception of government services.

#### **3.2.4.4 Employee Satisfaction**

Several respondents highlighted that being part of an organization that values and facilitates knowledge sharing contributed to their job satisfaction. They felt more supported, more capable, and less frustrated when they had access to the information and expertise they needed to perform their jobs effectively. Participants indicated that the ability to learn from colleagues, contribute their own expertise, and feel confident in their work due to accessible knowledge significantly improved their overall job satisfaction. They viewed knowledge management not just as an organizational tool, but as something that directly benefited their personal professional development and well-being.

### **3.3 Discussion**

Despite the awareness on importance of knowledge transfer, it was found from the findings of this research that government organizations still lack precise policy and rules that speak about the culture of transferring knowledge among the staffs. Analysis from this research reveals that government system in Nepal tends to emphasize the technical management of information, prioritizing the development of tools for knowledge storage and dissemination. However, this emphasis on technical solutions may be overshadowing the human factors facilitating knowledge transfer. Despite the availability of the digital platforms and other technical tools,

the findings suggest that the social and cultural aspects of knowledge transfer are often overlooked. This could hinder the effective dissemination of knowledge within the government organization potentially leading to inefficient decision-making and lack of innovation.

Organization culture, individual factors, training and development, employee engagement and motivation, information, and communication technologies were the major variables associated to knowledge transfer iterated based on analysed information from the respondents of federal employees of Nepal. The findings of the study were validated with findings of the prior studies, which have stated that instance trust, communication between the employees, reward, organizational structures and organizational socialization are the associated factors contributing to the transfer of knowledge within public institution (Al Alawi et al., 2007; Fong Boh et al., 2013; Islam et al., 2015; Syed-Ikhsan & Rowland, 2004).

Collaboration and learning between the employees (from junior to lower level staffs) were the key factors which allow to disseminate the information within the employees; and can motivate as well as enhance knowledge sharing environment in the organization. Social interaction (Anjum et al., 2021; Novian et al., 2021; Taskin & Bridoux, 2010) positively facilitates knowledge transfer. The majority of respondents' willingness to share knowledge among the employees of the organization is positively associated factor on knowledge transfer. Findings from this research are in line with conclusion of prior study indicating that the willingness to share, and use, and the perceived receipt of knowledge are powerful factors associated with knowledge transfer (M. Evans, 2013).

Individual factors like trust, reward, performance appraisal, self esteem influence the organizational culture of knowledge transfer (Al Alawi et al., 2007; Penmasta et al., 2020; Rahman et al., 2018; Rhodes et al., 2008). Similar findings were iterated from the current research justifying the result with prior research evidences. Trust encourages open and transparent communication among the employees and fosters an environment where employees respect each other's expertise and contributions. This mutual respect encourages individual to listen to each other and value different perspectives, and collaborate effectively in sharing and receiving knowledge (Hajidimitriou et al., 2012). On the other side, it creates a psychological safety within teams to feel comfortable taking risk, sharing and admitting mistakes. Moreover, Aseefa et al. (2014) also highlight that intrinsic motivation is stronger than extrinsic motivation creating an internal desire and satisfaction to share knowledge. According to Al Bastaki et al. (2021), intrinsic motivation (behaviours

that results in pleasure and satisfaction) and extrinsic motivation (financial incentive, promotion, and development opportunities) are associated factors to promote sharing of knowledge among the employees.

As explained in result section above, human resource development in the institution is one of the major influencing factors for knowledge sharing culture in the organization. Practical and need based training (Anjum et al., 2021) of the employee are essential to enhance priorly for the development of the expert within the organization. Government of Nepal though have provision of providing training to the staffs, identification of need based employees is still ignored. Identification of target group for the training is ignored and promotion focused training is being practiced losing the efficiency and exact use of training. The findings align with the conclusion from prior research as human resource factors like unmanaged training, staff turnover negatively influence knowledge sharing culture in the organization (Syed-Ikhsan & Rowland, 2004). Moreover, perceived training opportunities pave a way for employees on knowledge sharing in the organization (Al Bastaki et al., 2021). Further it suggests that providing training opportunities can indeed foster knowledge sharing, but the motivational factors driving employee behaviour play an important role in determining the effectiveness of such initiatives.

Another study added the value of training as an important factor of knowledge sharing because engaging in various training experiences can foster a culture of collaboration by promoting frequent interaction among employees. Such social interaction leads to the development of shared values, norms establishing an organizational culture that values continuous learning and encourage sharing of information (Kuvass et al., 2012). Moreover, adopting the training strategies that encourage the reflection process, knowledge transfer and creation, experiences to work on practical problems, discourse practices with collaboration and interaction can promote the transfer of individual's knowledge and enhance knowledge management strategies (Hwang, 2003).

Information and Communication Technology (ICT) is one of the highlighted aspects from the findings of this research. Federal level employee's specifically centralized area is reachable to the updated information and technology. Being an important factor of knowledge transfer and information management (Ismail & Yusof, 2008; Rhodes et al., 2008), Government of Nepal also seems to have moderate adoption of such technology. Findings from the questionnaire survey data indicates that full fledged adoption, effective utilization and monitoring is still lagging in federal ministries of Nepal. ICT has revolutionized knowledge sharing by removing the

temporal and spatial barriers, enabling global collaboration and access to unlimited information. ICT has increased the convenience on digital resource accessibility, virtual community collaboration and also has enabled the expert knowledge sharing platform. These benefits of ICT have transformed the means of sharing knowledge, making it accessible to anyone, anywhere, anytime (Hendricks, 1999). Another research highlights that the adoption of ICT in product development can result in distinct approaches to knowledge transfer (Corso & Paolucci, 2001). According to Corso and Paolucci (2001), firms usually stick to the prior chosen approach, strengthening old mechanism of knowledge management and thus giving higher priority to efficiency more than innovation. This is also supported by the idea that the diffusion of ICT adoption may increasingly constrain switches to new communication channels and organizational routines, which would then make it hard for firms to shift from one approach to another. Moreover, common ways through which manifestation takes place include automation of design activities by reusing knowledge through design solutions and knowledge recombination for new design solutions (Corso & Paolucci, 2001).

On the other side, organization silos are negative factors affecting transfer of knowledge in government institution of Nepal, stemming from embedded departmental boundaries and focus on individual objectives. The study conducted in the Finnish energy sector company illustrates how these silos hinder knowledge transfer by isolating decision-making and fragmenting knowledge management activities and practices (Forsten-Astikainen et al., 2017). Further the research adds that silos restrict flow of information and expertise across departments, exacerbating challenges in collaboration and innovation within organizations. Such mentalities often lead to isolated pockets of knowledge that are not effectively shared or utilized across organizations.

According to N. Evans (2012) and Bakos (2020), Communities of Practice (CoPs) emerge as a promising strategy to mitigate the silos effects on knowledge transfer. Designing the practices can break down silos and facilitate the sharing of valuable insights and expertise. Further, N. Evans (2012) also identifies a paradox, CoPs have potential to bridge silos, and they can also inadvertently reinforce them if not managed strategically. For the purpose, human resource management should take a role in managing and fostering CoPs. The human resource (HR) function, for instance, plays a pivotal role in managing competencies and fostering CoPs that transcend silos. It is crucial for HR managers to develop competencies beyond traditional HR roles, understanding the broader business context and actively

promoting cross-functional CoPs that enhance collaboration and knowledge integration across the organization. By promoting a collaborative culture and strategically leveraging CoPs that span across silos, organizations can effectively overcome silo mentality barriers and enhance their capacity for innovation and informed decision-making (Bakos, 2020; N. Evans, 2012).

A study conducted in Malaysian government agencies concluded that dysfunctional bureaucracies, information technology, cultural adoption and training were the key issues of sharing knowledge among the employees (Othman & Egbu, 2010). Further, it sheds the light on the fact that enhanced effective leadership with strategic alignment and capacity building among the working teams can balance the knowledge sharing environment in the government organizations. Adding evidence by Matherly and Al Nahyan (2015) on the value of leadership as associated factors, fostering policies and strengthening the employees trust for promoting transparency (Casalino et al., 2013) can contribute to the knowledge sharing approach in the organization. Moreover, employees' qualifications, motivation and receptivity characteristics also play major role in effective management of knowledge flow within the organization (Matherly & Al Nahyan, 2015).

In absence of a structured system, the decision-making process may slow down, leading to less effective outcomes (Wu et al., 2021). These slowdowns can dismiss the motivation and morale among staff members, thereby hindering professional development. Additionally, it could create a gap between employees with valuable knowledge and those in need of it. To facilitate knowledge transfer and management, every official should establish guidelines, policies, or records documenting knowledge and skills. Archival of the available documents and formal digitization, that can preserve the expertise, is missing and should be monitored and managed time and again. It is thus necessary to ensure that employees services from the early stage of their entry, employee transfer, grouping, and promotions are made clear and predictable, and necessary legal and policy reforms are initiated.

Moreover, it is essential to mandate minimum entry training of thirty working days for all employees across different levels. This training should focus on transferring knowledge related to office operations. Additionally, on the job training can be provided during the service entry training period. Discussion meetings, seminar, zero hour meeting, gathering helps to facilitate the exchange of experiences and knowledge among the employees. Each employee should have the opportunity to share about challenges faced during the week - this can motivate the employees as well as create trust within the organization. For knowledge management and

knowledge transfer, every office must have a law, policy or any guideline regarding knowledge and skills that can be documented. A record management system based on the latest information technology should be adopted. Preparing and implementing the standard operating procedure (SOP) for offices related to public service delivery is advisable. Standard templates of documents to be used in government work should be developed as much as possible, including application format, comment format, decision format, minute format, etc., that are to be submitted by the service user. An example may be the form of a petition submitted by the client that is available on the Supreme Court website. If this is done, the new employees in the office will be able to work quickly based on the available framework, and the transfer of knowledge will be easier.

In conclusion, government institutions of Nepal must focus on clear and straight forward policy to step ahead in terms of managing the knowledge flow in the organizations. Though some policies have tried to touch the management of the information in Government of Nepal, proper archiving system, orienting the importance of knowledge, openness of transferring knowledge from expert to new comers, organizational culture of sharing of information and knowledge among the employee must be implemented to build an effective organizational system.

## **CHAPTER 4**

### **CONCLUSION AND RECOMMENDATIONS**

#### **4.1 Conclusion**

This research aimed to explore the perception of civil servants on knowledge transfer within government institutions, focusing on how these entities organize, share, and leverage information for effective governance. The study sought to identify the reflections on current practices, assess factors influencing knowledge transfer, and pinpoint barriers hindering these processes in Nepal's government organizations. By integrating both quantitative and qualitative data-through a survey of 287 employees, interviews with 25 key informants, and discussions in a policy dialogue program-the research provides a comprehensive view of knowledge transfer dynamics within Nepal's government institutions, revealing both underlying strengths and critical areas for improvement.

The survey offers an in-depth exploration of knowledge management practices, attitudes toward knowledge sharing, and key factors influencing knowledge sharing in government organizations. Findings reveal a general appreciation for the importance of knowledge transfer and sharing, though inconsistencies in implementation and awareness are evident, particularly regarding top-down knowledge flow. Results suggest that fostering a collaborative culture, supported by digital tools and formalized structures, is essential for enhancing knowledge sharing and organizational learning. However, there is a clear need for improved leadership engagement and policy development to ensure effective integration of knowledge sharing into organizational frameworks.

The knowledge transfer that actually occurs in state bodies, is generally carried out on an informal, discontinuous and non-institutionalized basis. More often than not, government staff are aware of the need for knowledge sharing but the formal mechanisms that should foster this process are still in their infancy. While knowledge sharing is rarely a subject of discussion in workplaces in most state bodies, respondents believe that ICT, discussions, teams and learning are important factors that would promote knowledge sharing. The trends in the use of new technology for knowledge sharing, as well as developments of the so-called repository systems, indicate that they are undergoing a dynamic process of knowledge management in state bodies. It should be however noted that the formulation of an official policy in



this respect is lacking in many state bodies and therefore on a systematic basis, it does not develop.

The study indicates that knowledge sharing occurs most frequently between civil servants on an equal footing within a given department. The fact that civil servants rely more heavily on their counterparts of equal rank or subordinate civil servants than on their superiors or department heads illustrates both the spontaneous and informal nature of working relations within governmental institutions as well as the lack of upward flow of knowledge within organizational hierarchies. The exchange of knowledge between civil servants has both personal and professional impacts that are extremely positive and, in practice, help to boost the civil servants' self-assurance and their professional connections and learning opportunities. Although sharing of knowledge between civil servants has a very favourable impact in practice, its absence from systems of appraisal again fails to act as a sufficient motivation for staff to consistently share knowledge and, accordingly, to adopt more innovating working methods in practice.

Quantitative and qualitative findings confirm that intrinsic motivations remain important for knowledge sharing activities. Staff are more motivated by factors such as enjoyment, learning and career development rather than extrinsic rewards or mandatory requirements. There was a high level of agreement that knowledge sharing would contribute to better information and increased capacity at the organizational level. However, there was a degree of scepticism regarding the extent of improvement that could be achieved, largely due to perceptions of the ongoing constraints and obstacles within the organization including poor policies, inadequate institutional support and the poor experiences of previous reforms.

The qualitative analysis gives a deeper insight of the barriers – structural and institutional - that affect knowledge transfer in public institutions. An important policy gap exists because of the lack of procedures, guidelines and mechanisms that regulate knowledge transfer in these institutions. Many knowledge transfer activities are still viewed as formal procedures of passing over documents and materials as opposed to a sophisticated form of sharing expertise, skills and accumulated knowledge. The policies governing the transfer of civil servants are the major constraints, which undermine the continuity of programmes and knowledge sharing at the institutional level. Transfers are carried out frequently and sometimes in an unpredictable way, which causes disruption to on-going projects and continuity of knowledge in the institutions. The posting of civil servants is often decided



politically and operationally, which does not guarantee adequate retention of knowledge in the organization.

The level of technology used in public institutions poses both opportunities and challenges to knowledge management. While the use of technology in public institutions has brought about numerous benefits such as streamlining public services through the use of digital governance systems, they are still not being maximally utilized for knowledge sharing and organizational learning. The Government Integrated Office Management System (GIOMS) for instance, is still being heavily relied upon for administrative tasks, which does not amount to creating a knowledge base that can be leveraged for organizational learning. The existing archiving system is also not adequate and technology is not yet fully integrated with human relations that are central to knowledge sharing.

When employees are not motivated to share their knowledge, then the organizational culture of the workplace can become a factor. A competitive or authoritarian culture can prevent staff from sharing knowledge, while a more collaborative culture - where communication is encouraged, can promote knowledge sharing. Rewards and respect from management and peers are important in encouraging knowledge sharing behaviour. Staff who feel appreciated by their manager and colleagues are more likely to get involved in knowledge sharing activities. Without appropriate recognition and support, closed-minded departments can prevail and cross-functional working is obstructed.

Individual motivations reinforce cultural factors. For many employees, sharing knowledge provides personal gratification, a way to gain recognition as an expert and to increase the chances of career advancement. However, since non-monetary incentives such as career development, job enrichment and recognition are not forthcoming, the motivation to share knowledge will continue to rest solely with the individual rather than being enabled by organizational systems.

Training, capacity building and skills development have also been examined and some interesting gaps were identified. Despite the fact that a significant number of capacity-building events such as conferences and working group discussions are being organized, a great number of trainings have been described as being basic and irrelevant. More advanced skills need to be incorporated into training programs in order for staff in public sector institutions to effectively capitalise on digital technologies, collaboration platforms and other innovative approaches emerging on the scene. Online learning platforms, on-the-job training, staff knowledge-sharing

visits are not sufficiently exploited. Many employees are therefore not prepared to adequately and efficiently discharge tasks related to knowledge management such as developing documentation, for example concept notes and terms of references, managing digital repositories and the dissemination of learning resources.

Further this study suggests that the transfer of knowledge in public organizations is the result of the interaction of a number of factors, among which are policies, organizational culture, technology and individual motivation. There is a growing awareness of the importance of knowledge sharing and the tools for electronic learning and knowledge sharing are being increasingly used. However, there are still a number of barriers which have to be addressed through the reform of knowledge management policies, creating a more conducive organizational culture for learning, improving the use of information technology and designing training activities that better meet the needs of the institutions. Ultimately, improving knowledge transfer in public organizations can lead to better retention of knowledge and to more efficient policy making and service delivery, thereby reinforcing good governance.

Overall, the study highlights a pressing need for strategic enhancements in knowledge management practices, encompassing policy reforms, cultural shifts, improved technology utilization, and more effective training programs. Addressing these areas will be crucial for developing a more cohesive and efficient knowledge transfer framework within government institutions, ultimately contributing to better governance and institutional performance.

## 4.2 Recommendation of the Study

Knowledge flow and information management in every organization gives a sense of effective organizational strength of preserving the human capital and boost knowledge economy of the organization. Sharing and transfer of knowledge by an individual is a hard aspect to enforce since it depends on the nature of individual themselves. Hence, managing knowledge is hard in itself, but developing an environment for creating knowledge, sharing, transferring and applying is possible. An inspirational quote mentioned by Larry Prusak states *“If you have one dollar to invest in knowledge management, put one cent into information management and 99 cents into human interaction”*. The findings of this research also has focused that government organizations though have transitioned to latest technological advancement, still lag on effective human capital management.

Though several organizations with their inter-organizational members effort have practiced some activities like zero hour meetings, knowledge exchange program, higher level authorities activities sharing program, it should not only be limited to an institution. It needs to be practiced as a rule in every organization digitizing all those information in accessible manner. Based on the findings above, some recommendations have been provided as follows:

### **A. Establish Formal Knowledge Transfer Protocols**

A legal structured framework to enforce knowledge transfer can hook the employees on knowledge and information management. As discussed earlier, an individual understands the importance of knowledge transfer but they either fail to do so or skip it easily as it is not mandatory - being an unpunished act. A mandatory procedure from the policy level is essential to endorse the importance of human capital management of the organization.

**a) Develop comprehensive guidelines:** Government organizations should create and implement formalized guidelines for knowledge transfer that outline procedures, roles, and responsibilities. These guidelines should emphasize the strategic importance of knowledge exchange and include mechanisms for documenting and sharing expertise both vertically (from senior to junior levels) and horizontally (across peer levels).

**b) Incentivize knowledge sharing:** Incentives such as recognition programs, career advancement opportunities, and other non-financial rewards motivate employees to engage in knowledge sharing. It is important to ensure that these incentives are integrated into performance evaluations and organizational policies to encourage both vertical and horizontal knowledge exchange.

**c) Knowledge fairs and skill exchange workshops:** Regular programs for foreign visits, training, national seminars, or exchange of work experience should be conducted at the institutional level. Practices like Friday experience sharing program in Planning Commission, Sunday informal meeting in Finance Ministry have created a culture of strong communication and learning. It is necessary to generalize this in all organizations.

**d) Include knowledge transfer in performance evaluation:** Indicators like knowledge transfer, training, peer support should be included in the annual evaluation of employees.

## **B. Enhance Leadership Engagement and Policy Development**

Communities of practice are the peer network of practitioners within the organization, who help each other by sharing their knowledge. As discussed in section 3.1.8, collaborative learning is one of the factors contributing to knowledge transfer as all level employees play equal role in contributing towards knowledge transfer in the organization. Minimized social interaction (face to face, person to person interaction) caused by technologies are somehow incorporated via communities of practice in every organization. Hence following points are recommended based on the research findings:

**a) Strengthen leadership commitment:** Increase leadership involvement in promoting and supporting knowledge transfer initiatives. Leaders should actively champion knowledge sharing and model best practices, facilitating both top-down (vertical) and lateral (horizontal) knowledge dissemination.

**b) Integrate knowledge sharing into policies:** Develop and incorporate knowledge management and transfer strategies into organizational policies and frameworks. Ensure that these policies promote both vertical and horizontal knowledge sharing, and are communicated clearly and consistently across all levels of the organization.

## **C. Leverage Technology for Improved Knowledge Management**

With the development of new technologies, Government of Nepal has introduced various technologies and government portals to facilitate day-to-day working and service delivery. But the status of effective implementation with full fledge of application of such system has still not been met. Some organizations have enhanced and mandatorily applied the technologies in the government system, such as archiving the information with digital technology, online learning portals, zoom meetings, online training programs etc. However, such systems often miss to incorporate the daily activities of employees with auto create and saving mechanism that retain the information in the system for longer period of time. Modification of organizational and physical structure should be done so employees can work in groups and adopt the group working system over time.

**a) Utilize digital tools effectively:** The use of digital communication tools and knowledge management systems, such as the Government Integrated Office Management System (GIOMS), should be expanded to enhance information sharing and accessibility. It should be ensured that these tools support both vertical and horizontal knowledge transfer and are integrated with organizational processes.

**b) Improve archiving and integration:** Government should develop robust systems for archiving important documents and knowledge assets. Integration of technological solutions with human interaction is deemed important to facilitate seamless knowledge transfer across all levels and departments.

#### **D. Customize Training Module-Align Training With Organizational Goal and Job Responsibilities**

- a) Address training gaps:** It is suggested to identify and address gaps in current training practices by incorporating modules that cover evolving job requirements and knowledge management techniques. Training content should be regularly updated to reflect changes in technology and organizational priorities, supporting effective knowledge transfer across all levels. Though government institutions have included training in the organizational management system, the contextual inadequacy of training module should be addressed to enhance effective organizational performance.
- b) Targeted training initiatives:** For the purpose, a customized training program that aligns with the organizational goal and specific job role should be prioritized. This will ensure that training is tailored to meet the need of the employee as well as of organization rather than generic and repetitive training sessions. The training approach and content should be updated and with practical implications to ensure its relevance and effectiveness.

#### **E. Address Transfer Policy Challenges**

- a) Review and revise transfer policies:** Government employee transfer policies need to be re-evaluated and adjusted to minimize disruptions to ongoing projects and knowledge continuity. This should consider implementing strategic placements that align with organizational goals and knowledge management needs, ensuring both vertical and horizontal knowledge transfer is maintained.
- b) Mitigate political and operational influences:** It is essential to balance the impact of political and operational factors on employee transfers with the need for maintaining knowledge continuity and project stability, taking into account both vertical and horizontal knowledge sharing.



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## ANNEXES

### Annex 1: Questionnaire

नीति अनुसन्धान प्रतिष्ठान

अनुसन्धान परियोजना: निजामती कर्मचारीहरूमा ज्ञान हस्तान्तरणको संस्कृति  
कर्मचारी सर्वेक्षण प्रश्नावली



(<https://forms.gle/6GQ5ZB3GwWvpvk2r8>)

(If you want to fill the form online scan the QR code)

#### सर्वेक्षण प्रश्नावली

आदरणीय सहभागी कर्मचारीहरू,

नेपाल सरकारको विशेषज्ञ समूह (थिङ्क ट्याङ्क) नीति अनुसन्धान प्रतिष्ठानले गरिरहेको "निजामती कर्मचारीहरूमा ज्ञान हस्तान्तरणको संस्कृति" विषयक एक अनुसन्धानको सिलसिलामा सरकारी संस्थाहरूका बहालवाला र पूर्वकर्मचारी माझ यो सर्वेक्षण भइरहेको छ । य सर्वेक्षणमा सरकारी संस्थाहरूमा कर्मचारीहरूबिच ज्ञान र सूचनाको आदानप्रदानको अवस्था के छ र त्यसलाई कसरी सुधार्न सकिन्छ भन्ने बारे प्रश्नहरू सोधेका छौं ।

तपाईंको व्यक्तिगत विवरणलाई हामी गोप्य राख्नेछौं र तपाईंले दिनुभएको उत्तर मात्र हामीले तथ्याङ्क विश्लेषणमा प्रयोग गर्नेछौं । यस अनुसन्धानबाट आएका निष्कर्ष र सुझाव हामी नेपाल सरकारलाई बुझाउनेछौं र सार्वजनिक पनि गर्नेछौं ।

तपाईंको सुविधाका लागि प्रश्नहरू अङ्ग्रेजी र नेपाली दुवै भाषामा राखेका छौं ।

#### द्रष्टव्य:

- यहाँ ज्ञान हस्तान्तरण भन्नाले एक जना कर्मचारीसँग भएको ज्ञान, सिप, विचार तथा अनुभवहरू अन्य कर्मचारीहरूबिच आदान प्रदान भन्ने आशयमा प्रयोग गरिएको छ ।
- यस्तो हस्तान्तरण सहकर्मीहरूबिच, वरिष्ठ कर्मचारीबाट कनिष्ठ कर्मचारीहरूमा, एक शाखा वा विभागबाट अर्को विभागका/शाखाका कर्मचारीहरूमा वा विषय विज्ञबाट कर्मचारीहरूमा हुन सक्छ ।

- ज्ञान हस्तान्तरणको विषयले कुनै शाखा वा विभागमा कार्यरत कर्मचारीहरू सुरुवा भई जाँदा वा निवृत्त भई जाँदा उक्त कर्मचारीसँग भएको ज्ञान तथा अनुभव अन्य कर्मचारीमा हस्तान्तरण समेत बुझाउँछ ।

के तपाईं स्वेच्छाले यस सर्वेक्षणमा सहभागी हुन चाहनुहुन्छ?

चाहन्छु / चाहन्न

## Section I (खण्ड १)

### Personal Details (व्यक्तिगत विवरण)

|                                                                                                   |                                                                                  |                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Please provide general information about yourself.<br>(कृपया दिइएका व्यक्तिगत विवरण भर्नुहोस्) |                                                                                  |                                                                                                                                                                                                                  |
| 1.1                                                                                               | Job Title (पद)                                                                   |                                                                                                                                                                                                                  |
| 1.2                                                                                               | Office (कार्यालय)                                                                |                                                                                                                                                                                                                  |
| 1.3                                                                                               | Department (विभाग/ शाखा)                                                         |                                                                                                                                                                                                                  |
| 1.4                                                                                               | Age range (उमेर समूह)                                                            | Below 25 (२५ वर्ष भन्दा मुनि)<br>25-34 (२५-३५)<br>35-44 (३५-४४)<br>45-54 (४५-५५)<br>Above 54 (५४ भन्दा माथि)                                                                                                     |
| 1.5                                                                                               | Gender (लिङ्ग)                                                                   | Male (पुरुष)<br>Female (महिला)<br>Other (अन्य)                                                                                                                                                                   |
| 1.6                                                                                               | Service experience at current office (हालको कार्यालयमा कार्य अनुभव)              | Less than one year (एक वर्ष भन्दा कम)<br>Between 1 to 2 years (एक देखि दुई वर्ष)<br>Between 3 to 6 years (तीन देखि ६ वर्ष)<br>Between 7 to 10 years (सात देखि दश वर्ष)<br>More than 10 years (दश वर्षभन्दा माथि) |
| 1.7                                                                                               | Total Service experience at government service (सरकारी सेवामा जम्मा कार्य अनुभव) | Less than one year (एक वर्ष भन्दा कम)<br>Between 1 to 2 years (एक देखि दुई वर्ष)<br>Between 3 to 6 years (तीन देखि ६ वर्ष)<br>Between 7 to 10 years (सात देखि दश वर्ष)<br>More than 10 years (दश वर्षभन्दा माथि) |



## Section II (खण्ड २)

### Knowledge Management Practices in Government Organizations (सरकारी सङ्गठनहरूमा ज्ञान व्यवस्थापनका अभ्यासहरू)

2.1. How often is the term or concept of “knowledge transfer” heard in the workplaces you have worked in? (तपाईंले काम गर्नुभएका कार्यालयहरूमा कर्मचारीको जिम्मेवारी र कामको सिलसिलामा “ज्ञान हस्तान्तरण” भन्ने शब्दावली वा अवधारणा कतिको सुनिन्छ?)

- Always (सधैँ)
- Often (प्रायः)
- Sometimes (कहिलेकाहीँ)
- Rarely (विरलै)
- Never (कहिले पनि छैन)

2.2. How much do you agree that the following activities and structures should be there for knowledge transfer in government organizations? (सरकारी सङ्गठनमा हुनुपर्ने ज्ञान हस्तान्तरणमा देहायका गतिविधि र संरचनाहरूलाई मूल्याङ्कन गर्नुहोस् ।)

| Activities                                                                                                                | Strongly agree<br>(पूर्ण सहमत) | Agree<br>(सहमत) | Neutral<br>(तटस्थ) | Disagree<br>(असहमत) | Strongly Disagree<br>(पूर्ण असहमत) |
|---------------------------------------------------------------------------------------------------------------------------|--------------------------------|-----------------|--------------------|---------------------|------------------------------------|
| Information-rich website of the organization<br>(संस्थाको जानकारीपूर्ण वेबसाइट)                                           |                                |                 |                    |                     |                                    |
| ICT available for the workers<br>(कर्मचारीको लागि सूचना तथा सञ्चार प्रविधि (नेट, ईमेल र अन्य डिजिटल सम्पर्क) को उपलब्धता) |                                |                 |                    |                     |                                    |
| Training to teach new knowledge and skill<br>(नयाँ ज्ञान र सीप सिकाउने तालिमको प्रबन्ध)                                   |                                |                 |                    |                     |                                    |

| Activities                                                                                                                                                     | Strongly agree<br>(पूर्ण सहमत) | Agree<br>(सहमत) | Neutral<br>(तटस्थ) | Disagree<br>(असहमत) | Strongly Disagree<br>(पूर्ण असहमत) |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|-----------------|--------------------|---------------------|------------------------------------|
| Frequent collective discussions (संस्थामा सामूहिक कर्मचारी छलफलहरू भइरहने)                                                                                     |                                |                 |                    |                     |                                    |
| Environment for free expression (संस्थामा निडरतापूर्वक बोल्न सकिने वातावरण)                                                                                    |                                |                 |                    |                     |                                    |
| Frequent opportunity for teamwork (समय समयमा सामूहिक काम गर्न पाइने र सिकने अवस्था)                                                                            |                                |                 |                    |                     |                                    |
| Supervisors and senior workers willing to teach (सिकाउन तत्पर सुपरिवेक्षक र सिनियर कर्मचारी)                                                                   |                                |                 |                    |                     |                                    |
| Workers dedicated to work to learn from experience (अनुभवबाट सिक्छु भनेर काममा समर्पित कर्मचारी)                                                               |                                |                 |                    |                     |                                    |
| Environment and opportunity for all to share their new knowledge they have acquired (सबै कर्मचारीले आफूले सिकेका र जानेका नयाँ कुराहरू बाँड्ने अवसर र वातावरण) |                                |                 |                    |                     |                                    |

| Activities                                                                                                                                                       | Strongly agree<br>(पूर्ण सहमत) | Agree<br>(सहमत) | Neutral<br>(तटस्थ) | Disagree<br>(असहमत) | Strongly Disagree<br>(पूर्ण असहमत) |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|-----------------|--------------------|---------------------|------------------------------------|
| Must hand over documents and information apart from material items at the time of transfer (सर्वा हुँदा बरबुझारथका साथै दस्तावेजहरू र सूचना पनि हस्तान्तरण हुने) |                                |                 |                    |                     |                                    |
| Special evaluation/reward for workers who trains or shares knowledge (तालिम वा सिकाइमा संलग्न हुने कर्मचारीको विशेष मूल्याङ्कन हुने)                             |                                |                 |                    |                     |                                    |

2.3. After answering the previous question, do you agree that there were structures and activities of knowledge transfer in your office without actually using the term “knowledge transfer”? (अघिल्लो प्रश्नको उत्तर दिइसकेपछि, तपाईंलाई तपाईंको कार्यालयमा “ज्ञान हस्तान्तरण” शब्दको प्रयोग नभई पनि ज्ञान हस्तान्तरणको संरचना र काम भइरहेको रहेछ भन्नेमा कतिको सहमत हुनुहुन्छ?)

- Strongly agree (पूर्ण सहमत)
- Agree (सहमत)
- Neutral (तटस्थ)
- Disagree (असहमत)
- Strongly Disagree (पूर्ण असहमत)

2.4. Are there following structure/tool within your organization? तपाईंको संस्थामा देहायका संरचना छन् ?

| Structure/Tool                                                                          | Yes (छ) | Yes, in different structure with similar function (त्यस्तै प्रकृतिको काम गर्ने फरक संरचना) | No (छैन) | Do not know (थाहा छैन) |
|-----------------------------------------------------------------------------------------|---------|--------------------------------------------------------------------------------------------|----------|------------------------|
| Dedicated knowledge management department/branch (समर्पित ज्ञान व्यवस्थापन विभाग/शाखा)  |         |                                                                                            |          |                        |
| Training unit (तालिम शाखा)                                                              |         |                                                                                            |          |                        |
| Institutional repository system (संस्थागत दस्तावेजहरूको भण्डारण प्रणाली )               |         |                                                                                            |          |                        |
| Institutional social network (Facebook, X, LinkedIn, etc.) (संस्थाको सामाजिक सञ्जाल)    |         |                                                                                            |          |                        |
| Radio program (संस्थाको रेडियो कार्यक्रम)                                               |         |                                                                                            |          |                        |
| TV program (संस्थाको टिभी कार्यक्रम)                                                    |         |                                                                                            |          |                        |
| Dedicated unit for public discussion/dialogue (सार्वजनिक बहस/संवादको लागि समर्पित एकाइ) |         |                                                                                            |          |                        |

2.5. Does your organization have any rule, procedure, guidelines or directives related to knowledge sharing and management? (के तपाईंको सङ्गठनमा ज्ञान आदानप्रदान तथा ज्ञान व्यवस्थापनसँग सम्बन्धित कुनै नियम, कार्यविधि, वा निर्देशिका छन्?)

- Yes, clearly defined rules, policies and guidelines (छ, स्पष्ट रूपमा परिभाषित नीति नियम, कार्यविधि, निर्देशिका)
- Yes, not clearly defined as Knowledge Transfer/Management, but some rules, policies, guidelines, or institutional decisions which cover such subjects and functions (छ, स्पष्ट रूपमा ज्ञान हस्तान्तरण व्यवस्थापन भन्ने नामबाट नभए पनि केही नीति नियम, कार्यविधि, निर्देशिका वा संस्थागत निर्णयहरूमा त्यस्ता विषय समेटिएका छन्)

c) No (छैन)

d) Don't know (थाहा छैन)

2.6. How often does your institution organize the following capacity building training? (तपाईंको संस्थाले देहायका किसिमका क्षमता विकासका तालिमहरू कति अन्तरालमा आयोजना गर्छु?)

a) Often: More than 3/4 times in a year (विरलै: वर्षमा ३/४ पटक)

b) Sometimes: More than once in a year (कहिलेकाहिँ: वर्षमा एक पटक भन्दा बढी)

c) Rarely: Once or less than once a year (विरलै: वर्षमा एक पटक वा सो भन्दा कम)

d) Never: Never happened (कहिले पनि नभएको)

**Mark only one oval per row (प्रत्येक पङ्क्तिमा एउटा मात्र चिन्ह लगाउनुहोस्)**

| Capacity Building Activities                                              | Often<br>(प्रायः) | Sometimes<br>(कहिलेकाहिँ) | Rarely<br>(विरलै) | Never (कहिल्यै<br>नभएको) |
|---------------------------------------------------------------------------|-------------------|---------------------------|-------------------|--------------------------|
| Training conducted at the organization (कार्यालयमै आयोजित तालिम)          |                   |                           |                   |                          |
| Training at other institutions (अन्य संस्थामा आयोजित केही दिनको तालिम)    |                   |                           |                   |                          |
| Tour (अवलोकन भ्रमण)                                                       |                   |                           |                   |                          |
| Learning portals (आफै तालिम लिन सकिने वेबसाइटको व्यवस्था)                 |                   |                           |                   |                          |
| All staff meeting (सबै कर्मचारीको बैठक)                                   |                   |                           |                   |                          |
| All officer level (अधिकृत मात्रको बैठक)                                   |                   |                           |                   |                          |
| Group discussion on internal issues (आन्तरिक मामिलामा सामूहिक छलफल)       |                   |                           |                   |                          |
| Lecture/presentation on various topics (विविध विषयमा प्रवचन/प्रस्तुतीकरण) |                   |                           |                   |                          |
| Opportunity to be in a task team (कार्य टोलीमा बसेर काम गर्ने अवसर)       |                   |                           |                   |                          |

2.7. Please answer the following questions regarding opportunity of training and study for you. (तपाईंलाई प्राप्त तालिम र अध्ययनको अवसरबारे प्रश्नको उत्तर दिनुहोला)

| Activities                                                                                                                  | Yes<br>(छ) | No<br>(छैन) | Don't<br>know (थाहा<br>छैन) |
|-----------------------------------------------------------------------------------------------------------------------------|------------|-------------|-----------------------------|
| Is there a rule that gives you privilege to take training abroad? (तपाईं सरकारी खर्चमा विदेशमा तालिम लिन जान पाउने नियम छ?) |            |             |                             |
| Have you ever taken training abroad on government's expense (तपाईं सरकारी खर्चमा विदेशमा तालिम लिन जानु भएको छ?)            |            |             |                             |
| Is there a rule that gives you privilege to take study-leave? (तपाईंले अध्ययन बिदा पाउने नियम छ?)                           |            |             |                             |
| Have you taken study leave? (तपाईंले अध्ययन बिदा लिनुभएको छ?)                                                               |            |             |                             |

### Section III (खण्ड ३)

#### Attitude of Knowledge Sharing (ज्ञान आदानप्रदान सम्बन्धी रवैयाबारे)

3.1. During your career, how often did your co-workers share knowledge and information with you?

(तपाईंलाई तपाईंको कार्यकालमा तपाईंका सहकर्मीहरूले ज्ञान र सूचना कतिको बाँडे?)

| Levels                                                                            | Always<br>(सधै) | Often<br>(प्रायः) | Sometimes<br>(कहिलेकाहिँ) | Rarely<br>(विरलै) | Never<br>(कहिल्यै<br>नभएको) |
|-----------------------------------------------------------------------------------|-----------------|-------------------|---------------------------|-------------------|-----------------------------|
| Head of the office (कार्यालय प्रमुखले)                                            |                 |                   |                           |                   |                             |
| Your supervisor or senior co-workers (तपाईंका सुपरिवेक्षक वा वरिष्ठ सहकर्मीहरूले) |                 |                   |                           |                   |                             |
| Your same level co-workers (तपाईंका समकक्षी सहकर्मीहरूले)                         |                 |                   |                           |                   |                             |
| Co-workers under you (तपाईं मातहतका कर्मचारीहरूले)                                |                 |                   |                           |                   |                             |

3.2. During your career, how often did you share knowledge and information with your co-workers? (तपाईंले तपाईंको कार्यकालभरि तपाईंका सहकर्मीहरूलाई ज्ञान र सूचना कतिको बाँड्नुभयो त?)

| Levels                                                                             | Always<br>(सधैँ) | Often<br>(प्रायः) | Sometimes<br>(कहिलेकाहीँ) | Rarely<br>(विरलै) | Never<br>(कहिल्यै<br>नभएको) |
|------------------------------------------------------------------------------------|------------------|-------------------|---------------------------|-------------------|-----------------------------|
| Head of the office (कार्यालय प्रमुखलाई)                                            |                  |                   |                           |                   |                             |
| Your supervisor or senior co-workers (तपाईंका सुपरिवेक्षक वा वरिष्ठ सहकर्मीहरूलाई) |                  |                   |                           |                   |                             |
| Your same level co-workers (तपाईंका समकक्षी सहकर्मीहरूलाई)                         |                  |                   |                           |                   |                             |
| Co-workers under you (तपाईं मातहतका कर्मचारीहरूलाई)                                |                  |                   |                           |                   |                             |

3.3. How do you rate the quantity and quality of the knowledge and information shared by your co-workers? (तपाईंले आफ्ना सहकर्मीले बाँड्नुभएको ज्ञान र सूचनाको मात्रा र गुणस्तरलाई कसरी मूल्याङ्कन गर्नुहुन्छ?)

| Levels                                                                            | Excellent<br>(उत्कृष्ट) | Very Good<br>(धेरै राम्रो) | Good<br>(राम्रो) | Fair<br>(ठिकठिकै) | Poor/<br>Zero<br>(खराब/<br>शून्य) |
|-----------------------------------------------------------------------------------|-------------------------|----------------------------|------------------|-------------------|-----------------------------------|
| With the head of the office (कार्यालय प्रमुखले)                                   |                         |                            |                  |                   |                                   |
| Your supervisor or senior co-workers (तपाईंका सुपरिवेक्षक वा वरिष्ठ सहकर्मीहरूले) |                         |                            |                  |                   |                                   |
| Your same level co-workers (तपाईंका समकक्षी सहकर्मीहरूले)                         |                         |                            |                  |                   |                                   |
| Co-workers under you (तपाईं मातहतका कर्मचारीहरूले)                                |                         |                            |                  |                   |                                   |

3.4. In your view, what positive effect must have been on the worker who shares knowledge and information with others? (सहकर्मीसँग ज्ञान र सूचना बाँड्ने कर्मचारी स्वयम्लाई केके कुरामा र कतिको सकारात्मक असर परेको हुन सक्ने जस्तो लाग्दछ तपाईंलाई?)

| Positive Effects                                                          | Very Likely<br>(धेरै सम्भव छ) | Likely<br>(सम्भव छ) | Neutral<br>(भन्न सकिदैन) | Unlikely<br>(सम्भव छैन) | Very Unlikely<br>(पटकै सम्भव छैन) |
|---------------------------------------------------------------------------|-------------------------------|---------------------|--------------------------|-------------------------|-----------------------------------|
| Self-satisfaction (आत्म-सन्तुष्टि)                                        |                               |                     |                          |                         |                                   |
| Popularity among co-workers (कर्मचारीमाझ लोकप्रियता)                      |                               |                     |                          |                         |                                   |
| Marked as higher performing (उच्च कार्यसम्पादन गर्नेको रूपमा पहिचान हुने) |                               |                     |                          |                         |                                   |

3.5. If you think there are other reasons too, please share here in bullet points (अन्य कारणहरू पनि छन् भन्ने लाग्छ भने बुँदागत रूपमा यहाँ लेख्नुहोला)

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3.6. What did you feel when you shared knowledge and information with your co-workers? (तपाईंले सहकर्मीसँग ज्ञान र सूचना बाँड्दा के अनुभव गर्नुभयो?)

| Impacts                                                                    | Great Deal<br>(अति धेरै) | Much<br>(धेरै) | Somewhat<br>(केही) | Little<br>(थोरै) | Never<br>(अहँ) |
|----------------------------------------------------------------------------|--------------------------|----------------|--------------------|------------------|----------------|
| I felt satisfaction (आत्म-सन्तुष्टि अनुभव गरेँ)                            |                          |                |                    |                  |                |
| It increased my self esteem (मेरो आत्मसम्मान बढ्यो)                        |                          |                |                    |                  |                |
| My co-workers trusted me more (मेरा सहकर्मीहरूले मलाई झन् बढी विश्वास गरे) |                          |                |                    |                  |                |



| Impacts                                                                                                                      | Great Deal<br>(अति धेरै) | Much<br>(धेरै) | Somewhat<br>(केही) | Little<br>(थोरै) | Never<br>(अहँ) |
|------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------|--------------------|------------------|----------------|
| Popularity among co-workers (सहकर्मीमाझ म लोकप्रिय भएँ)                                                                      |                          |                |                    |                  |                |
| I also learned something from co-workers' questions and feedback (सहकर्मीको प्रतिप्रश्न र पृष्ठपोषणबाट मैले पनि केही सिक्ने) |                          |                |                    |                  |                |
| I received formal appreciation /reward (मैले औपचारिक सम्मान/ पुरस्कार पनि पाएँ)                                              |                          |                |                    |                  |                |
| It impacts on performance appraisals (यसले मेरो कार्यसम्पादन मूल्याङ्कनमा असर गर्छ)                                          |                          |                |                    |                  |                |

#### Section IV (खण्ड ४)

#### Factors Determining the Practice of Knowledge Sharing

(ज्ञान आदानप्रदानलाई असर पार्ने कारक तत्व)

4.1. What factors may be motivating workers to share the knowledge and information with co-workers? (देहायका कारक तत्वहरूले गर्दा कर्मचारीहरू आफ्ना सहकर्मीलाई ज्ञान र सूचना बाँड्न प्रेरित गरेको हुन्छन् भन्ने कुरामा तपाईंको विचार के छ?)

| Factors                                                                   | Very Likely<br>(धेरै सम्भव) | Likely<br>(सम्भव छ) | Neutral<br>(भन्न सकिदैन) | Unlikely<br>(सम्भव छैन) | Very Unlikely<br>(पटकै सम्भव छैन) |
|---------------------------------------------------------------------------|-----------------------------|---------------------|--------------------------|-------------------------|-----------------------------------|
| Due to sense of help (सहयोगको भावनाले)                                    |                             |                     |                          |                         |                                   |
| For self-satisfaction and pride (आत्म-सन्तुष्टि र गौरवको लागि)            |                             |                     |                          |                         |                                   |
| Knowledge sharing is mandatory (ज्ञान बाँड्नुपर्ने बाध्यकारी नियम भएकोले) |                             |                     |                          |                         |                                   |

| Factors                                                                                                                                               | Very Likely<br>(धेरै सम्भव) | Likely<br>(सम्भव छ) | Neutral<br>(भन्न सकिदैन) | Unlikely<br>(सम्भव छैन) | Very Unlikely<br>(पटकै सम्भव छैन) |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|---------------------|--------------------------|-------------------------|-----------------------------------|
| Sharing one's knowledge helps to gain more knowledge (ज्ञान बाँड्दा आफूले पनि सिकिने भएकोले)                                                          |                             |                     |                          |                         |                                   |
| Trust others for credit and positive use of knowledge (श्रेय पाउने कुरामा वा ज्ञानको सकारात्मक उपयोग सम्बन्धमा अरूप्रति विश्वास भएर)                  |                             |                     |                          |                         |                                   |
| Opportunity and platform to share knowledge (ज्ञान बाँड्ने अवसर र प्लेटफर्म पाएर)                                                                     |                             |                     |                          |                         |                                   |
| The leadership or the administration regard knowledge and information as good thing (ज्ञान र सूचना बाँड्नुलाई नेतृत्व वा प्रशासनले राम्रो मान्ने भएर) |                             |                     |                          |                         |                                   |
| Those who share knowledge get rewarded (ज्ञान बाँड्दा पुरस्कृत हुने भएर)                                                                              |                             |                     |                          |                         |                                   |
| To win co-workers' trust and respect (सहकर्मीहरूको विश्वास र सम्मान आर्जन गर्न)                                                                       |                             |                     |                          |                         |                                   |

4.2. If you think there are other reasons too, please share here in bullet points (अन्य कारणहरू पनि छन् भन्ने लाग्छ भने बुँदागत रूपमा यहाँ लेख्नुहोला)

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4.3. What is your opinion regarding the following advantages of having a culture of knowledge sharing at public institutions? (सरकारी संस्थाहरूमा ज्ञान हस्तान्तरणको संस्कृति हुनुको देहायका फाइदाहरूबारे तपाईंको मत के छ ?)

| Advantages                                                                                                                                                                | Strongly Agree<br>(पूर्ण सहमत) | Agree<br>(सहमत) | Neutral<br>(तटस्थ) | Disagree<br>(असहमत) | Strongly Disagree<br>(पूर्ण असहमत) |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|-----------------|--------------------|---------------------|------------------------------------|
| It makes employees more knowledgeable and higher skilled (कर्मचारीहरू बढी जान्ने र बढी सिप भएका हुन पुग्छन्)                                                              |                                |                 |                    |                     |                                    |
| It reduces the gap of knowledge between employees (कर्मचारीहरूबिच रहेको ज्ञान र सूचनाको भण्डारको खाडल कम हुन्छ)                                                           |                                |                 |                    |                     |                                    |
| It specially helps the employees coming from the disadvantaged social groups (वञ्चित सामाजिक समूहबाट आएका कर्मचारीलाई विशेष मद्दत पुग्दछ)                                 |                                |                 |                    |                     |                                    |
| Institutional decision-making will be more reality-based (संस्थाले गर्ने निर्णय बढी यथार्थमा आधारित हुन्छ)                                                                |                                |                 |                    |                     |                                    |
| Institution will be more productive and more effective in their objectives (संस्था बढी उत्पादनशील र प्रभावकारी बन्दछ)                                                     |                                |                 |                    |                     |                                    |
| It will help strengthen the system of knowledge repository and management at the institution (संस्थामा ज्ञानको भण्डारण र व्यवस्थापन गर्ने प्रणाली मजबुत बन्न मद्दत पुग्छ) |                                |                 |                    |                     |                                    |

4.4. If you think there are other advantage too, please share here in bullet points  
(अन्य फाइदाहरू पनि छन् भन्ने लाग्छ भने बुँदागत रूपमा यहाँ लेख्नुहोला)

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4.5. Given the changes you have seen in the public institutions within last 5 years, how hopeful are you that there will be significant improvement in knowledge sharing in these institutions in next 5 years? (तपाईंले काम गरेको संस्थामा गत ५ वर्षमा जे जति परिवर्तन आएको छ, त्यसैको आधारमा अनुमान गर्नुपर्दा अब आउँदो ५ वर्षमा ज्ञान आदानप्रदानको अवस्थामा उल्लेख्य सुधार हुनेमा तपाईं कतिको आशावादी हुनुहुन्छ?)

0 - No hope at all, 10 - very confident (० - आशाविहीन, १० - पूर्ण विश्वास)

|   |   |   |   |   |   |   |   |   |   |    |
|---|---|---|---|---|---|---|---|---|---|----|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|   |   |   |   |   |   |   |   |   |   |    |

4.6. Will the following measures, if employed, improve the current state of knowledge sharing among employees? (तपाईंको संस्थामा अन्तर-सहकर्मी ज्ञान आदानप्रदानको वर्तमान अवस्थालाई माथि उचाल्न देहायका उपायले सक्ला?)

| Elements                                                                                                                                  | Very Likely<br>(धेरै सम्भव छ) | Likely<br>(सम्भव छ) | Neutral<br>(भन्न सकिदैन) | Unlikely<br>(सम्भव छैन) | Very Unlikely<br>(पटकै सम्भव छैन) |
|-------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|---------------------|--------------------------|-------------------------|-----------------------------------|
| Establishment and use of Digital Repository of documents at the institution<br>(संस्थामा दस्तावेजहरूको डिजिटल भण्डारको स्थापना र सञ्चालन) |                               |                     |                          |                         |                                   |
| Orientation and training to workers on knowledge sharing<br>(ज्ञान हस्तान्तरणको विषयमा अभिमुखीकरण र तालिम)                                |                               |                     |                          |                         |                                   |

| Elements                                                                                                                                                                                                 | Very Likely<br>(धेरै सम्भव छ) | Likely<br>(सम्भव छ) | Neutral<br>(भन्न सकिदैन) | Unlikely<br>(सम्भव छैन) | Very Unlikely<br>(पटकै सम्भव छैन) |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|---------------------|--------------------------|-------------------------|-----------------------------------|
| Appreciation letter or other kinds of reward for participation in knowledge sharing (ज्ञान हस्तान्तरण क्रियाकलापमा सहभागी हुनेलाई प्रशंसा पत्र वा अन्य किसिमबाट पुरस्कृत गर्ने)                          |                               |                     |                          |                         |                                   |
| Use of digital sharing platform for all staff (कर्मचारीहरूको सामूहिक छलफलका लागि डिजिटल प्लेटफर्महरू प्रयोग गर्ने)                                                                                       |                               |                     |                          |                         |                                   |
| Include 'the participation in knowledge sharing' as an indicator in the Employee Performance Evaluation (कर्मचारीको कार्य सम्पादन मूल्याङ्कनमा ज्ञान हस्तान्तरणमा सहभागितासम्बन्धी सूचकलाई समावेश गर्ने) |                               |                     |                          |                         |                                   |
| Internal and external training for employee to teach new knowledge and skills (कर्मचारीलाई नयाँ ज्ञान र सीप सिकाउन आन्तरिक र बाह्य तालिमको व्यवस्था)                                                     |                               |                     |                          |                         |                                   |
| Make available materials and online resources for employee for self-study (कर्मचारीले स्व-अध्ययन गर्न सक्ने सामग्री र सान्दर्भिक अनलाइन स्रोतको जानकारी उपलब्ध गराइदिने)                                 |                               |                     |                          |                         |                                   |
| Provision of study leave (अध्ययन बिदाको नियम)                                                                                                                                                            |                               |                     |                          |                         |                                   |

| Elements                                                                                                                                                                                                                     | Very Likely<br>(धेरै सम्भव छ) | Likely<br>(सम्भव छ) | Neutral<br>(भन्न सकिदैन) | Unlikely<br>(सम्भव छैन) | Very Unlikely<br>(पटकै सम्भव छैन) |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|---------------------|--------------------------|-------------------------|-----------------------------------|
| Allow and facilitate knowledge sharing programs initiated by employees (कर्मचारीलाई स्व-स्फूर्त रूपमा ज्ञान हस्तान्तरण हुने प्रकृतिका कार्यक्रम गर्ने सुविधा दिने)                                                           |                               |                     |                          |                         |                                   |
| Ending the culture of secrecy in institution and classification of information into secret and open information (संस्थाका सबै सूचनालाई गोपनीय मान्ने संस्कृतिको अन्त्य गरी गोपनीय र खुला सूचनाको वर्गीकरण गर्ने नियम बनाउने) |                               |                     |                          |                         |                                   |

4.7. If you think there are other measures too, please share here in bullet points (अन्य उपायहरू पनि छन् भन्ने लाग्छ भने बुँदागत रूपमा यहाँ लेख्नुहोला)

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Thank you very much for your participation and patience.

तपाईंको सहभागिता तथा धैर्यको लागि धन्यवाद।

## **Annex 2: In-depth Interview Guideline**

### **Policy Research Institute**

#### **नीति अनुसन्धान प्रतिष्ठान**

Research Project: Culture of Knowledge Transfer among the Civil Servants in Nepal

(अनुसन्धान परियोजना: निजामती कर्मचारीहरूमा ज्ञान हस्तान्तरणको संस्कृति)

FY 2080/81

(आ.व. २०८०/८१)

### **In-depth Interview Questions**

- 1) What policies, rules, procedures, guidelines, orders, and executive decisions related to knowledge management and inter-employee knowledge transfer in government offices of Nepal are there? (नेपालको सरकारी कार्यालयमा ज्ञान व्यवस्थापन र अन्तरकर्मचारी ज्ञान हस्तान्तरणको निश्चित गर्ने वा सम्बन्धित नीति, नियम, कार्यविधि, निर्देशिका, आदेश, कार्यकारी निर्णय के के भेटाउन सकिन्छ?)
- 2) What are the necessary infrastructures to facilitate knowledge management and knowledge transfer in government offices in Nepal and to what extent are they available currently? Are there any examples of organizations/offices that have sufficient infrastructure? (नेपालको सरकारी कार्यालयमा ज्ञान व्यवस्थापन र ज्ञान हस्तान्तरण सुचारु गर्न आवश्यक पूर्वाधारहरू के के हुन् र ती हाल कुन हदमा उपलब्ध छन्? यस्ता पूर्वाधार पर्याप्त भएका कुनै संस्था/कार्यालयका उदाहरण छन्?)
- 3) What are the advantages of having and disadvantages of not having knowledge management and knowledge transfer in government offices? (सरकारी कार्यालयमा ज्ञान व्यवस्थापन र ज्ञान हस्तान्तरण हुँदाका फाइदा र नहुँदाका बेफाइदाहरू के के हुन्?)
- 4) What is the state of awareness and the state of practice of knowledge transfer in government offices of Nepal? (नेपालको सरकारी कार्यालयमा ज्ञान हस्तान्तरणका चेतना कस्तो अवस्थामा छ, अभ्यास कस्तो अवस्थामा छ?)
- 5) What are the factors that promote knowledge transfer and factors that discourage knowledge transfer in government offices? (सरकारी कार्यालयमा ज्ञान हस्तान्तरणलाई बढावा दिने र निरुत्साहन गर्ने कारक तत्वहरू के के होलान्?)
- 6) What policy suggestions would you like to make for establishing and promoting the systems and practices of knowledge management and knowledge transfer in government offices in Nepal? (नेपालको सरकारी कार्यालयमा ज्ञान व्यवस्थापन र ज्ञान हस्तान्तरणको प्रणाली र अभ्यास स्थापना गर्न र प्रोत्साहन गर्न के के नीतिगत सुझावहरू दिन चाहनुहुन्छ?)

## Annex 3: Results from literature review

### Annex 3A: Literature findings with major factors affecting knowledge transfer

| Article Title                                                                                  | Factors Affecting Knowledge Transfer                                                                                                                           | Findings                                                                                                                         | Impact on Knowledge transfer             | Journal                                            | References                |
|------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|----------------------------------------------------|---------------------------|
| A Latent Factor (PLS-SEM) Approach: Assessing the determinants of effective knowledge transfer | Information and communication technology<br>Social interactions<br>Training                                                                                    | Social interactions, training and information communication technologies facilitate knowledge transfer                           | Positively facilitate                    | Journal of Asian Finance, Economics and Business   | Anjum et al. (2021)       |
| Factors influencing organizational knowledge transfer: Implication for corporate performance   | Information and technology<br>Learning strategy<br>Trust culture<br>Flexible structure and design                                                              | Information technology had most significant impact followed by structures learning strategy and organizational culture           | Positively facilitate                    | Journal of Knowledge Management                    | Rhodes et al. (2008)      |
| Telework: A challenge to knowledge transfer in organizations                                   | Telework: frequency<br>Communication<br>Human resource management                                                                                              | Frequent interaction and communication with proper training, recruitment system, reward improve the status of knowledge transfer | Positively facilitate knowledge transfer | International Journal of Human Resource Management | Taskin and Bridoux (2010) |
| Influence of organization culture on knowledge transfer: Evidence from the Government of Dubai | Trust (Individual is willing to associate or interact with each other)<br>Communication<br>Reward<br>Organizational leadership<br>Organizational socialization | Trust, communication, reward and organizational leadership are positively relation with organizational knowledge transfer        | Positively facilitate knowledge transfer | Journal of Public Affairs                          | Rahman et al. (2018)      |



| Article Title                                                                                                        | Factors Affecting Knowledge Transfer                          | Findings                                                                                                                                                                                                                                                                                                            | Impact on Knowledge transfer                                        | Journal                                         | References               |
|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|-------------------------------------------------|--------------------------|
| Evaluating benefits and challenges of knowledge transfer across projects                                             | Understanding level of knowledge<br>Body of knowledge project | Managers of project and project based organization can enhance their capabilities and performance by implementing strategies that support knowledge transfer                                                                                                                                                        | Positively facilitate if the leadership supports knowledge transfer | Engineering Management Journal                  | Landaeta (2008)          |
| Design integration of facilities management: A challenge of knowledge transfer                                       | Knowledge push<br>Knowledge pull                              | Knowledge push- (codification of knowledge)<br>Knowledge pull- (awareness and competence among the knowledge receiver)                                                                                                                                                                                              | Positively facilitate the knowledge transfer                        | Architectural Engineering and Design Management | Jensen (2009)            |
| Linkage between geographic space and knowledge transfer by multinational enterprises: a structural equation approach | Geographical Distance<br>Cultural Distance                    | GD tends to widen cultural distance and relational distance (some elements like different languages, face to face interaction, work place distance and culture hamper knowledge transfer process)<br>Geographical distance spillover the knowledge between individual and organization hampering knowledge transfer | Geographical distance inhibit knowledge transfer                    | The Annals of Regional Science                  | Jasimuddin et al. (2015) |

| Article Title                                                                                                                                      | Factors Affecting Knowledge Transfer                                                                                           | Findings                                                                                                                                                                                                                                                                                                                                                                      | Impact on Knowledge transfer                                                                                                                                           | Journal                         | References                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|--------------------------------|
| Factors affecting knowledge transfer in public organization employees                                                                              | Organization culture<br>Organization socialization                                                                             | Organization culture (trust , communication between employees, reward, organizational structure)<br>Organization socialization (interaction between a stable social system and the new members because it introduces a new employee to the organization with the process of imparting the norms on how to behave in a way that is acceptable to the established social group) | Elements of organizational culture facilitate knowledge transfer with the moderating relation of organizational structure                                              | Asian Social Science            | Islam et al. (2015)            |
| Knowledge management in public organization: A study on the relationship between organizational elements and the performance of knowledge transfer | Organizational culture<br>Technology<br>Human resources<br>Political directives<br>Organizational structures (confidentiality) | (Individual knowledge sharing culture, communication, costing, training, staff-turnover, political influence,                                                                                                                                                                                                                                                                 | Positive influence: Knowledge sharing culture, communication flow<br>Negative influence: Individual resistance in knowledge sharing<br>Document confidentiality status | Journal of Knowledge Management | Syed-Ikhsan and Rowland (2004) |

| Article Title                                                                                                               | Factors Affecting Knowledge Transfer                                                    | Findings                                                                                                                                             | Impact on Knowledge transfer                                                                             | Journal                                      | References                |
|-----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------|---------------------------|
| Organizational culture and knowledge sharing: critical success factors                                                      | Organizational culture                                                                  | Information structure<br>Reward system<br>Organizational structure<br>People (trust, communication, motivation)<br>Leadership                        | All organizational culture has positive relation with knowledge transfer                                 | Journal of Knowledge Management              | Al-Alawi et al. (2007)    |
| Knowledge transfer across dissimilar culture                                                                                | Trust<br>Openness to diversity<br>Cultural Alignment (Individualism and power distance) | Cultural alignment (power practiced members of the institutions influence knowledge transfer practices)                                              | knowledge transfer is highly influenced by the knowledge transfer practices in the organization          | Journal of Knowledge Management              | Fong Boh et al. (2013)    |
| Knowledge sharing in asian public administration sector:the case of Hong Kong                                               | Rewards<br>Organization culture                                                         | Organizations culture and barriers in knowledge sharing                                                                                              | Lack of incentives, lack of time and weak culture of sharing are the major barriers of knowledge sharing | Journal of Enterprise Information Management | Yao et al. (2007)         |
| Organizational practices that enable and disable knowledge transfer: The case of a public sector project based organization | Formal process of transmitting knowledge<br>Informal knowledge transfer practices       | Documentation<br>Sharing lesson learned<br>Exploiting Networking<br>Mentoring and Peer learning Session<br>Participation in communities of practices | Disabling and enabling organizational practices ensures the impact on knowledge transfer                 | International Journal of Project Management  | Mahura and Birollo (2021) |

| Article Title                                                                                  | Factors Affecting Knowledge Transfer                                                               | Findings                                                                                                                                     | Impact on Knowledge transfer                                        | Journal                         | References               |
|------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|---------------------------------|--------------------------|
| The impact of tacit knowledge management on organizational performance: Evidence from Malaysia | Adopted SECI (socialization, externalization, combination and internalization) Nonakas technology) |                                                                                                                                              |                                                                     | Asian Pacific Management Review | Muthuveloo et al. (2017) |
| Knowledge transfer and organizational memory: An events perspective                            | Divided to three different phase (Pre-event, event operation and post event )                      | Pre-documentation, training<br>During – communication, time limitations<br>Post- feedback and post event reflection                          |                                                                     | Event Management                | Muskat and Deery (2017)  |
| Mechanism of knowledge transfer                                                                | Experimental study on mechanism of knowledge transfer                                              | Knowledge transfer process depends on type of knowledge to be transferred , how it is represented and process of demand of the transfer task | Training                                                            | Thinking and reasoning          | Nokes (2009)             |
| Managing organizational memory with interorganizational knowledge transfer                     | Proximity in knowledge transfer<br>Intergenerat-ional knowledge transfer                           | An organization should provide conditions for relationships to emerge, spaces for knowledge transfer and creation                            | Organizational culture influence knowledge transfer in organization | Journal of Knowledge Management | Harvey (2012)            |

| Article Title                                                                                                                                        | Factors Affecting Knowledge Transfer                                                                                                               | Findings                                                                                                                                                        | Impact on Knowledge transfer                                                                                                                            | Journal                                       | References                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|--------------------------------|
| Knowledge management in a public organization: A study on the relationship between organizational elements and the performance of knowledge transfer | Organizational culture<br>Organizational structure (documentation and communication flow)<br>Technology<br>Human resources<br>Political directives | Individualism (resistance on sharing knowledge)<br>Documentation and communication flow<br>Posting training, staff turnover<br>Influence from political parties |                                                                                                                                                         |                                               | Syed-Ikhsan and Rowland (2004) |
| Factor affecting knowledge sharing in public organizations in Malaysia.                                                                              | Individual factors<br>Organizational factors<br>Technological factors                                                                              |                                                                                                                                                                 |                                                                                                                                                         |                                               | Ismali and Yusof (2008)        |
| Challenges and practices for effective knowledge transfer for new members in ad hoc virtual teams                                                    | Organization culture<br>Trust<br>Training<br>Motivation                                                                                            | Communication and technological challenges can hinder knowledge transfer in virtual teams                                                                       |                                                                                                                                                         | Engineering and Technology Management Studies | Penmasta et al. (2020)         |
| Knowledge sharing at government agency: Case study at correspondence and archive section of Batam Indonesia free-zone authority                      | Exchange<br>Socialization                                                                                                                          | Interaction<br>Monitoring and evaluation<br>Documentation                                                                                                       | Knowledge sharing is when individuals exchange their knowledge with two activities: bringing (contributing) knowledge and gaining (gathering) knowledge |                                               | Novian et al. (2021)           |

### Annex 3B: List of factors of knowledge sharing from literature review

| S.N.                       | Factors                                                                | References                                                                                                    |
|----------------------------|------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| <b>Influencing factors</b> |                                                                        |                                                                                                               |
| 1.                         | Information and Communication Technology                               | Ikhsan et al. (2004); Khan et al. (2021); Ismali (2008); Syed-Ikhsan and Rowland (2004); Rhodes et al. (2008) |
| 2.                         | Trust                                                                  | Fong Boh et al. (2013); Islam et al. (2015); Penmasta et al. (2020); Rahman et al. (2018)                     |
| 3.                         | Training                                                               | Khan et al. (2021); Penmasta et al. (2020)                                                                    |
| 4.                         | Motivation (reward)                                                    | Islam et al. (2018); Penmasta et al. (2020)                                                                   |
| 5.                         | Organizational Structure                                               | Al Alawi et al. (2007); Ikhsan et al. (2004)                                                                  |
| 6.                         | SECI (Socialization, Externalization, Combination and Internalization) | Muthuveloo et al. (2017); Novian et al. (2021)                                                                |
| 7.                         | Political directives                                                   | Syed-Ikhsan and Rowland (2004)                                                                                |
| 8.                         | Leadership                                                             | Rahman et al. (2018)                                                                                          |
| <b>Inhibiting Factors</b>  |                                                                        |                                                                                                               |
| 1.                         | Geographical distance                                                  | Jasimuddin et al. (2015)                                                                                      |
| 2.                         | Lack of time                                                           | Ikhsan et al. (2004); Penmasta et al. (2020)                                                                  |
| 3.                         | Inadequate training                                                    | Penmasta et al. (2020)                                                                                        |
| 4.                         | Cultural distance (language, face to face interaction )                | Jasimuddin et al. (2015)                                                                                      |
| 5.                         | Distrust (insecurities)                                                | Connelly et al. (2012)                                                                                        |
| 6.                         | Knowledge withholding intention (knowledge hoarding)                   | Connelly et al. (2012)                                                                                        |
| 7.                         | Subjective norms                                                       | Noor et al. (2014)                                                                                            |
| 8.                         | Self efficacy                                                          | Noor et al. (2014)                                                                                            |

## Annex 4: Results from quantitative data analysis

### Annex 4A: Correlation matrix of knowledge sharing frequencies among different Role based on data from quantitative survey, 2023

|         | 3.1 (a) | 3.1 (b) | 3.1 (c) | 3.1 (d) | 3.2 (a) | 3.2 (b) | 3.2 (c) | 3.2 (d) |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 3.1 (a) | 1       | 0.657** | 0.436** | 0.458** | 0.419** | 0.383** | 0.290** | 0.273** |
| 3.1 (b) | 0.657** | 1       | 0.530** | 0.454** | 0.395** | 0.464** | 0.420** | 0.346** |
| 3.1 (c) | 0.436** | 0.530** | 1       | 0.579** | 0.281** | 0.329** | 0.442** | 0.298** |
| 3.1 (d) | 0.458** | 0.454** | 0.579** | 1       | 0.426** | 0.493** | 0.467** | 0.484** |
| 3.2 (a) | 0.419** | 0.395** | 0.281** | 0.426** | 1       | 0.761** | 0.547** | 0.528** |
| 3.2 (b) | 0.383** | 0.464** | 0.329** | 0.493** | 0.761** | 1       | 0.676** | 0.578** |
| 3.2 (c) | 0.290** | 0.420** | 0.442** | 0.467** | 0.547** | 0.676** | 1       | 0.679** |
| 3.2 (d) | 0.273** | 0.346** | 0.298** | 0.484** | 0.528** | 0.578** | 0.679** | 1       |

Note.  $p < .001$ , two-tailed

### Annex 4B: Correlation Matrix of Positive Effect of Knowledge sharing based on data from quantitative survey, 2023

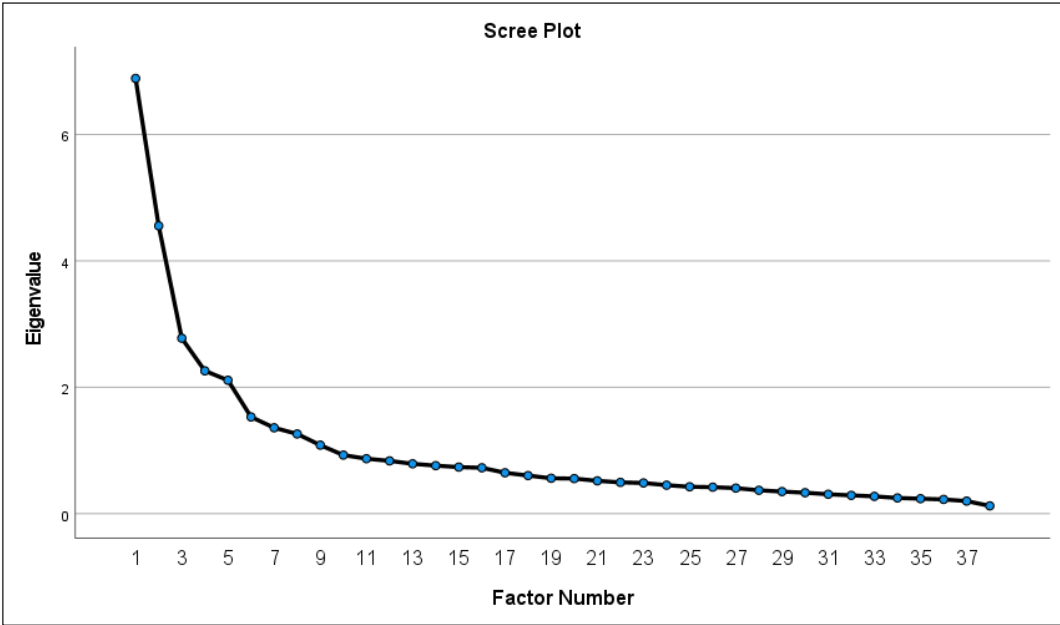
| Variables                                           | (1)    | (2)    | (3)    | (4)    | (5)    | (6)    | (7)    | (8)    | (9)    |
|-----------------------------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| (1) Satisfaction                                    | 1      | .532** | .374** | .428** | .415** | .270** | .340** | .254** | .219** |
| (2) Popularity among co-workers                     | .532** | 1      | .459** | .332** | .392** | .318** | .378** | .233** | .185** |
| (3) Marked as Higher Performer                      | .374** | .459** | 1      | .304** | .383** | .286** | .386** | .214** | .278** |
| (4) Self Satisfaction                               | .428** | .332** | .304** | 1      | .542** | .456** | .519** | .457** | .216** |
| (5) Increased Self Esteem                           | .415** | .392** | .383** | .542** | 1      | .589** | .663** | .412** | .366** |
| (6) Co-workers Trusted Me More                      | .270** | .318** | .286** | .456** | .589** | 1      | .656** | .376** | .325** |
| (7) Popularity among Co-workers                     | .340** | .378** | .386** | .519** | .663** | .656** | 1      | .460** | .452** |
| (8) Learned from Co-workers' Questions and Feedback | .254** | .233** | .214** | .457** | .412** | .376** | .460** | 1      | .269** |
| (9) Received Formal Appreciation/Reward             | .219** | .185** | .278** | .216** | .366** | .325** | .452** | .269** | 1      |

Note.  $p < .01$  for all correlations

Annex 4D: Results from Kaiser-Meyer-Olkin and Bartlett’s Test based on data from quantitative survey, 2023

|                                                  |                    |          |      |
|--------------------------------------------------|--------------------|----------|------|
| Kaiser-Meyer-Olkin and Bartlett’s Test           |                    |          |      |
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. |                    |          | .857 |
| Bartlett’s Test of Sphericity                    | Approx. Chi-Square | 5379.700 |      |
|                                                  | df                 | 820      |      |
|                                                  | Sig.               | .000     |      |

Figure 17: Scree Plot



Annex 4E: Total Variance explained for Principal Component Analysis based on data from quantitative survey, 2024

Total Variance Explained

| Component | Initial Eigenvalues |               |              | Rotation Sums of Squared Loadings |               |              |
|-----------|---------------------|---------------|--------------|-----------------------------------|---------------|--------------|
|           | Total               | % of Variance | Cumulative % | Total                             | % of Variance | Cumulative % |
| 1         | 9.856               | 17.601        | 17.601       | 6.482                             | 11.574        | 11.574       |
| 2         | 5.390               | 9.626         | 27.226       | 5.181                             | 9.251         | 20.826       |



| Component | Initial Eigenvalues |               |              | Rotation Sums of Squared Loadings |               |              |
|-----------|---------------------|---------------|--------------|-----------------------------------|---------------|--------------|
|           | Total               | % of Variance | Cumulative % | Total                             | % of Variance | Cumulative % |
| 3         | 3.389               | 6.051         | 33.278       | 4.992                             | 8.915         | 29.741       |
| 4         | 3.158               | 5.639         | 38.917       | 3.991                             | 7.128         | 36.868       |
| 5         | 2.407               | 4.299         | 43.216       | 3.555                             | 6.348         | 43.216       |
| 6         | 1.824               | 3.258         | 46.473       |                                   |               |              |
| 7         | 1.574               | 2.811         | 49.285       |                                   |               |              |
| 8         | 1.536               | 2.743         | 52.027       |                                   |               |              |
| 9         | 1.463               | 2.612         | 54.640       |                                   |               |              |
| 10        | 1.241               | 2.216         | 56.855       |                                   |               |              |
| 11        | 1.191               | 2.128         | 58.983       |                                   |               |              |
| 12        | 1.156               | 2.064         | 61.047       |                                   |               |              |
| 13        | 1.120               | 2.001         | 63.048       |                                   |               |              |
| 14        | .992                | 1.772         | 64.820       |                                   |               |              |
| 15        | .981                | 1.752         | 66.572       |                                   |               |              |
| 16        | .938                | 1.675         | 68.247       |                                   |               |              |
| 17        | .906                | 1.618         | 69.864       |                                   |               |              |
| 18        | .878                | 1.568         | 71.432       |                                   |               |              |
| 19        | .808                | 1.443         | 72.875       |                                   |               |              |
| 20        | .800                | 1.428         | 74.303       |                                   |               |              |
| 21        | .782                | 1.396         | 75.699       |                                   |               |              |
| 22        | .740                | 1.322         | 77.021       |                                   |               |              |
| 23        | .711                | 1.270         | 78.291       |                                   |               |              |
| 24        | .687                | 1.227         | 79.518       |                                   |               |              |
| 25        | .630                | 1.125         | 80.643       |                                   |               |              |
| 26        | .619                | 1.105         | 81.748       |                                   |               |              |
| 27        | .597                | 1.066         | 82.814       |                                   |               |              |
| 28        | .570                | 1.017         | 83.831       |                                   |               |              |
| 29        | .549                | .980          | 84.812       |                                   |               |              |
| 30        | .523                | .935          | 85.746       |                                   |               |              |
| 31        | .508                | .907          | 86.653       |                                   |               |              |
| 32        | .499                | .890          | 87.543       |                                   |               |              |
| 33        | .481                | .859          | 88.403       |                                   |               |              |
| 34        | .474                | .846          | 89.249       |                                   |               |              |

| Component                                        | Initial Eigenvalues |               |              | Rotation Sums of Squared Loadings |               |              |
|--------------------------------------------------|---------------------|---------------|--------------|-----------------------------------|---------------|--------------|
|                                                  | Total               | % of Variance | Cumulative % | Total                             | % of Variance | Cumulative % |
| 35                                               | .436                | .778          | 90.028       |                                   |               |              |
| 36                                               | .428                | .764          | 90.792       |                                   |               |              |
| 37                                               | .405                | .723          | 91.515       |                                   |               |              |
| 38                                               | .379                | .677          | 92.193       |                                   |               |              |
| 39                                               | .358                | .639          | 92.832       |                                   |               |              |
| 40                                               | .355                | .633          | 93.465       |                                   |               |              |
| 41                                               | .336                | .600          | 94.065       |                                   |               |              |
| 42                                               | .327                | .583          | 94.649       |                                   |               |              |
| 43                                               | .306                | .547          | 95.196       |                                   |               |              |
| 44                                               | .288                | .515          | 95.711       |                                   |               |              |
| 45                                               | .281                | .501          | 96.212       |                                   |               |              |
| 46                                               | .261                | .466          | 96.678       |                                   |               |              |
| 47                                               | .244                | .435          | 97.112       |                                   |               |              |
| 48                                               | .236                | .421          | 97.533       |                                   |               |              |
| 49                                               | .232                | .415          | 97.948       |                                   |               |              |
| 50                                               | .219                | .391          | 98.339       |                                   |               |              |
| 51                                               | .201                | .358          | 98.698       |                                   |               |              |
| 52                                               | .191                | .340          | 99.038       |                                   |               |              |
| 53                                               | .184                | .328          | 99.366       |                                   |               |              |
| 54                                               | .140                | .249          | 99.615       |                                   |               |              |
| 55                                               | .120                | .213          | 99.829       |                                   |               |              |
| 56                                               | .096                | .171          | 100.000      |                                   |               |              |
| Extraction Method: Principal Component Analysis. |                     |               |              |                                   |               |              |

#### Annex 4F: Rotated Component Matrix Regarding Knowledge Sharing and Training Activities, Based on Data From Quantitative Survey, 2023

##### Rotated Component Matrix<sup>a</sup>

|                                                         | Component |   |   |   |   |
|---------------------------------------------------------|-----------|---|---|---|---|
|                                                         | 1         | 2 | 3 | 4 | 5 |
| Sharing knowledge among supervisor or senior co-workers | .750      |   |   |   |   |

|                                                                                                         | Component |      |      |   |   |
|---------------------------------------------------------------------------------------------------------|-----------|------|------|---|---|
|                                                                                                         | 1         | 2    | 3    | 4 | 5 |
| Sharing knowledge among same level co-workers                                                           | .720      |      |      |   |   |
| Sharing knowledge among co-workers under you                                                            | .712      |      |      |   |   |
| Shared knowledge from your supervisor or senior co-workers                                              | .698      |      |      |   |   |
| Shared knowledge from same level co-workers                                                             | .696      |      |      |   |   |
| Shared knowledge from co-workers under you                                                              | .669      |      |      |   |   |
| Popularity among co-workers                                                                             |           | .691 |      |   |   |
| Increased my self esteem                                                                                |           | .637 |      |   |   |
| I received formal appreciation/reward                                                                   |           | .600 |      |   |   |
| The leadership or the administration regard knowledge and information as good thing                     |           | .592 |      |   |   |
| It impact on performance appraisals                                                                     |           | .582 |      |   |   |
| My co-workers trusted me more                                                                           |           | .582 |      |   |   |
| Those who share knowledge get rewarded                                                                  |           | .557 |      |   |   |
| Marked as Higher Performer                                                                              |           | .522 |      |   |   |
| Knowledge sharing is mandatory                                                                          |           | .517 |      |   |   |
| Internal and external training for employee to teach new knowledge and skills                           |           |      | .709 |   |   |
| Orientation and training to workers on knowledge sharing                                                |           |      | .686 |   |   |
| Allow and facilitate knowledge sharing programs initiated by employees                                  |           |      | .652 |   |   |
| Include 'the participation in knowledge sharing' as an indicator in the Employee Performance Evaluation |           |      | .650 |   |   |
| Use of digital sharing platform for all staff                                                           |           |      | .646 |   |   |
| Make available materials and online resources for employee for self-study                               |           |      | .645 |   |   |

|                                                                                     | Component |   |      |      |      |
|-------------------------------------------------------------------------------------|-----------|---|------|------|------|
|                                                                                     | 1         | 2 | 3    | 4    | 5    |
| Appreciation letter or other kinds of reward for participation in knowledge sharing |           |   | .637 |      |      |
| Establishment and use of digital repository of documents at the institution         |           |   | .627 |      |      |
| Group discussion on internal issues                                                 |           |   |      | .748 |      |
| Opportunity to be in a task team                                                    |           |   |      | .698 |      |
| Conduct training at other institutions                                              |           |   |      | .624 |      |
| All staff meeting                                                                   |           |   |      | .597 |      |
| Conduct training at your institutions                                               |           |   |      | .567 |      |
| All officer level meeting                                                           |           |   |      | .534 |      |
| Learning portals                                                                    |           |   |      | .528 |      |
| Tour                                                                                |           |   |      | .520 |      |
| Reality based decision making                                                       |           |   |      |      | .709 |
| Productive and effective outcome                                                    |           |   |      |      | .635 |
| Prioritize disadvantaged group                                                      |           |   |      |      | .610 |
| Reduce knowledge gap between employees                                              |           |   |      |      | .603 |
| Employees improvement with skilled knowledge base                                   |           |   |      |      | .521 |
| Strengthening the system of knowledge repository and management at the institution  |           |   |      |      | .520 |
| <i>Extraction Method: Principal Component Analysis</i>                              |           |   |      |      |      |
| <i>Rotation Method: Varimax with Kaiser Normalization</i>                           |           |   |      |      |      |

## Annex 5: List of participants in questionnaire survey

| Ministries and Department                     | Job Level       | Number of Respondents |
|-----------------------------------------------|-----------------|-----------------------|
| Department of customs                         | Section Officer | 8                     |
| Department of Industry, Commerce and Supplies | Section Officer | 1                     |
| Department of Tourism                         | Section Officer | 7                     |

| Ministries and Department                                        | Job Level                          | Number of Respondents |
|------------------------------------------------------------------|------------------------------------|-----------------------|
| Department of Urban Development and Building Construction        | Engineer                           | 1                     |
| District Administrative Office                                   | Section Officer                    | 1                     |
| Election Commission Nepal                                        | Section Officer                    | 2                     |
| Health Directorate                                               | Statistics Officer                 | 1                     |
| Ministry of Land management Cooperatives and Poverty Alleviation | Deputy Secretary                   | 1                     |
| Ministry of Agriculture and Livestock Development                | Agriculture Engineer               | 1                     |
|                                                                  | Deputy Director General            | 2                     |
|                                                                  | Food Research Officer              | 1                     |
|                                                                  | Livestock development officer      | 1                     |
|                                                                  | Senior Agricultural Economist (US) | 1                     |
| Ministry of Culture, Tourism and Civil Aviation                  | Engineer                           | 1                     |
|                                                                  | Section Officer                    | 8                     |
|                                                                  | Undersecretary                     | 1                     |
| Ministry of Defense                                              | Section Officer                    | 9                     |
|                                                                  | Undersecretary                     | 5                     |
| Ministry of Education, Science and Technology                    | Information Officer                | 2                     |
|                                                                  | Joint Secretary                    | 1                     |
|                                                                  | Section Officer                    | 3                     |
|                                                                  | Senior Division Engineer           | 2                     |
|                                                                  | Undersecretary                     | 5                     |
| Ministry of Energy, Water Source and Irrigation                  | Legal Officer                      | 1                     |
|                                                                  | Account Officer                    | 2                     |
|                                                                  | Section Officer                    | 4                     |
|                                                                  | Undersecretary                     | 4                     |

| Ministries and Department                                         | Job Level                             | Number of Respondents |
|-------------------------------------------------------------------|---------------------------------------|-----------------------|
| Ministry of Federal Affairs and General Administration            | Joint Secretary                       | 1                     |
|                                                                   | Section Officer                       | 6                     |
|                                                                   | Undersecretary                        | 3                     |
| Ministry of Finance                                               | Economist                             | 1                     |
|                                                                   | Joint Secretary                       | 1                     |
|                                                                   | Account Officer                       | 1                     |
|                                                                   | Section Officer                       | 14                    |
|                                                                   | Undersecretary                        | 2                     |
| Ministry of Foreign Affairs                                       | Joint Secretary                       | 2                     |
|                                                                   | Section Officer                       | 8                     |
|                                                                   | Undersecretary                        | 6                     |
| Ministry of Forest and Environment                                | Section Officer                       | 2                     |
|                                                                   | Undersecretary                        | 2                     |
| Ministry of Health and Population                                 | Division Chief                        | 2                     |
|                                                                   | Public Health Officer                 | 1                     |
|                                                                   | Section Officer                       | 1                     |
|                                                                   | Senior Hospital Nursing Administrator | 1                     |
|                                                                   | Undersecretary                        | 1                     |
| Ministry of Home Affairs                                          | Joint Secretary                       | 1                     |
|                                                                   | Legal Officer                         | 1                     |
|                                                                   | Section Officer                       | 11                    |
|                                                                   | Undersecretary                        | 2                     |
| Ministry of Industry, Commerce and Supplies                       | Monitoring Officer                    | 1                     |
|                                                                   | Section Officer                       | 2                     |
| Ministry of Labour, Employment and Social Security                | Agriculture Officer                   | 1                     |
|                                                                   | Section Officer                       | 9                     |
|                                                                   | Undersecretary                        | 3                     |
| Ministry of Land Management, Cooperatives and Poverty Alleviation | Section Officer                       | 5                     |
|                                                                   | Undersecretary                        | 3                     |

| Ministries and Department                          | Job Level                | Number of Respondents |
|----------------------------------------------------|--------------------------|-----------------------|
| Ministry of Law, Justice and Parliamentary Affairs | Section Officer          | 5                     |
|                                                    | Undersecretary           | 5                     |
| Ministry of Physical Infrastructure and Transport  | Engineer                 | 5                     |
|                                                    | Section Officer          | 1                     |
|                                                    | Undersecretary           | 5                     |
| Ministry of Urban Development                      | Architect                | 1                     |
|                                                    | Computer Engineer        | 1                     |
|                                                    | Deputy Director          | 1                     |
|                                                    | Engineer                 | 5                     |
|                                                    | Legal Officer            | 1                     |
|                                                    | Account Officer          | 1                     |
|                                                    | Section Officer          | 1                     |
|                                                    | Section Officer          | 11                    |
|                                                    | Senior Division Engineer | 4                     |
|                                                    | Undersecretary           | 3                     |
| Ministry of Water Supply                           | Economist                | 1                     |
|                                                    | Engineer                 | 2                     |
|                                                    | Section Officer          | 3                     |
|                                                    | Section Officer (Lekha)  | 1                     |
|                                                    | Undersecretary           | 1                     |
| Ministry of Women, Children and Senior Citizen     | Director                 | 1                     |
|                                                    | Undersecretary           | 2                     |
| Ministry of Youth and Sports                       | Engineer                 | 1                     |
|                                                    | Secretary                | 1                     |
|                                                    | Section Officer          | 2                     |
|                                                    | Undersecretary           | 5                     |
| Ministry of Foreign Affairs                        | Undersecretary           | 1                     |
| National planning commission                       | Planning Officer         | 5                     |

| Ministries and Department                                                | Job Level               | Number of Respondents |
|--------------------------------------------------------------------------|-------------------------|-----------------------|
| National Planning Commission                                             | Assistant Director      | 1                     |
|                                                                          | Computer Operator       | 2                     |
|                                                                          | Planning Officer        | 3                     |
|                                                                          | Program Director        | 1                     |
|                                                                          | Section Officer         | 1                     |
| Nepal Bureau of Standards and Metrology                                  | Section Officer         | 1                     |
|                                                                          | Statistics Officer      | 1                     |
| Office of the Chief Minister and Ministry of Council, Rapti valley, Dang | Senior Section Officer  | 1                     |
| Office of Prime Minister and Council of Ministers                        | Statistics Officer      | 1                     |
| Regional Urban Development Project                                       | Engineer                | 1                     |
|                                                                          | Section Officer         | 1                     |
| Regional Urban Development Project                                       | Engineer                | 1                     |
| Teacher Service Commission                                               | Administrative Head     | 1                     |
|                                                                          | Section Officer         | 9                     |
|                                                                          | Undersecretary          | 5                     |
| Tribhuvan University                                                     | Associate Administrator | 1                     |
| University Grant Commission                                              | Assistant Director      | 7                     |
|                                                                          | Deputy Director         | 1                     |
|                                                                          | Section Officer         | 1                     |
|                                                                          | Senior assistant        | 1                     |











PRI is a think tank of the Government of Nepal established on 26 September 2018 in accordance with the Policy Research Institute Board (Formation) Ordinance with a vision to contribute to effective and responsive public policy for national prosperity. PRI's mission is to establish itself as a credible institution that offers informed public policy and its goal is to generate reliable, evidence-based and transformative knowledge for public policy. Its seven core values – quality, objectivity, integrity, diversity, transparency, accountability and engagement – define its workings.

PRI carries out policy research on all issues and sectors of public policy concerns and recommends to the Government of Nepal what reforms it has to undertake in each of these policy areas. All researches are conducted in accordance with PRI's public policy research process and standard, which form part of a broad policy cycle.

Knowledge management is an important component of PRI. It operates a public policy dialogue forum as a regular mechanism for learning, sharing and debating policy issues. In PRI's belief, public policy formation requires the combination of three types of knowledge: (a) scientific knowledge generated through research and analysis, (b) administrative knowledge gathered through bureaucratic experiences and (c) societal knowledge developed through social and political processes, such as political debates, media advocacy as well as people's experiences.

