AN ASSESSMENT OF KNOWLEDGE TRANSFER STRATEGIES ON THE PERFORMANCE OF PROJECT TEAMS IN NAIROBI CITY COUNTY, KENYA

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AN ASSESSMENT OF KNOWLEDGE TRANSFER STRATEGIES ON THE PERFORMANCE OF PROJECT TEAMS IN NAIROBI CITY COUNTY, KENYA

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Abstract

Purpose: Knowledge management is still in its infancy in comparison with other bodies of management thought. It has had some notable success as well as much failure, and still has a long way to go in developing standardized and proven models and methods. The aim of this study was to assess the effect of knowledge transfer strategies on the performance of project teams in in Nairobi City County, Kenya.

Methodology: The study adopted a descriptive survey research design, targeting the 54 small and medium sized organizations that carry out construction projects in Nairobi City County. The study used primary data which was collected using structured questionnaires. Secondary data was obtained by reviewing literature related to the study. Statistical Package for Social Sciences version 23 was used in analyzing the data. The study used both descriptive and inferential statistics in data analysis. Descriptive statistics involved the use of means, frequencies and standard deviations. Correlation and regression analysis were used to determine the strength and directions of the relationships between the variables. Presentation of data was done using graphs and tables.

Results: The study found that mentoring had a strong significant relationship with project team performance, $r = .649$, $p < .000$. The study also found that exit interviews had a moderate significant influence on project team performance, $r = .483$, $p < .000$. The study found a strong significant influence of communities of practice on project team performance, $r = .751$, $p < .000$. A moderate relationship was also determined between after-action reviews and project team performance, $r = .314$, $p < .003$.

Unique contribution to theory, practice and policy: Further, after-action reviews were done through continuous review of targets, review of achievements and required changes within project and also undertaking training in weak areas. The study recommends use of these techniques as reciprocal mentoring in all organizations that can help the organizations managers and employees to mutually benefit from each other. Also, the organizations need to invest in feedback and insight gathering especially when employees leave a project, as their ideas can be used to improve the performance of the project team, and other project teams in the future.

Keywords: *Knowledge Transfer Strategies, Performance of Project Teams*

1.0 INTRODUCTION

Project-based industries such as the engineering and construction industry regard knowledge management as highly significant. According to Valtakoski (2017), knowledge resources yield high returns in these industries because knowledge is rare and difficult to imitate or substitute. Managing knowledge helps companies to develop skills and competencies, sustain competitive advantages, and increase value (Yayavaram, Srivastava & Sarkar, 2018). As observed by Hogan and Coote (2014), when project-based organizations often distinguish groups from one another and create subgroups, the challenges for project-based organizations regarding the effective sharing of knowledge are even greater. It is therefore imperative that these organizations overcome the organizational boundaries resulting from the project-based work organization and focus on knowledge sharing across organizational boundaries, such as between project teams.

Knowledge management emerged due to the needs for keeping track of the knowledge learned from different project teams to utilize the previously gained knowledge which saves both time and money (Griffiths et al., 2016). It is important to note that the revolutionary milestone in the history of knowledge management took place in 90's when the main source for managing and storing the knowledge was converted to technology-based equipment, such as computers, internet, intranet, portals and data warehouses (Sivasubramanian, 2016). In addition, Sallis (2014) explains that more than 80% of world's largest organizations have implemented knowledge management systems in order to facilitate their daily operations.

The management and sharing of knowledge can be a challenging task for an organization in order to capitalize the benefits of it in the most appropriate way. In Jordan for instance, Ramadan et al. (2017) noted that the sharing of knowledge occurs on a continuous basis within an organization at different levels both intentionally or unintentionally. However, when organizations have specific goals and their existence is merely relying upon the basic input of knowledge, they need to develop a certain mechanism in order to make sure there is the smooth flow of knowledge required across the organization. In Turkey, Akgun et al. (2017) observed that knowledge processes become a natural part of employees' daily business. The absence of certain values, attitudes and beliefs, such as a lack of trust, however, affects knowledge sharing negatively.

The concept of knowledge transfer is not different in the African continent as knowledge transfer faces various challenges across organizations. For instance, in South Africa, Ngulube and Dube (2012) noted that the process of sharing knowledge is complex and is susceptible to multicultural variances. Ndwandwe and Onyancha (2011) noted that Africa is a knowledge society. Africa is endowed with indigenous knowledge that is needed to be captured, shared and transferred. Organizations in developing fries have begun to actively seek ways to implement knowledge management. They face a number of obstacles in that implementation including, limited staffing, low band width in many developing fries as well as the absence of computers in rural areas, and perhaps most worrying, the lengthy chain of organizations through which most organizations accomplish their goals (Robinson & Wallington, 2012).

It is widely acknowledged that knowledge transfer has positive effect on organizational success and competitiveness in Kenya. However, Mosoti and Masheka (2010) noted that encouraging knowledge transfer is difficult in the fry. Successfully implementing knowledge management systems depends on employee behaviour especially on knowledge transfer among employees. Yusuf and Wanjau (2014) pointed out that knowledge transfer behaviour needed to be rewarded and recognized. It is however not clear what types of rewards are most effective and favourable to promote knowledge transfer.

Statement of the Problem

Knowledge management is still in its infancy in comparison with other bodies of management thought. It has had some notable success as well as much failure, and still has a long way to go in developing standardized and proven models and methods. Hobohm (2011) observed that one in three unsuccessful projects (34%) is adversely affected due to untimely or inaccurate knowledge transfer. This demonstrates that projects are not immune to failure merely because they ascribe to some knowledge transfer strategy.

Studies done in this area, such as Gherardi (2011), Swan, Scarbrough and Newell (2010) and Huber and Lewis (2010) describe this problem as either a matter of practice or the nature of a project itself due to limiting factors, such as time constraints, communication, project structure and motivation. Lindner and Wald (2011) however, tried to briefly bridge the current gap in research by discussing the discrepancies regarding how project teams manage knowledge learned from the projects. However, the study did not cover the effect of knowledge transfer strategies on the performance of project teams.

Although much has been written about knowledge transfer strategies in general, there is little research that demonstrates linkages between the knowledge transfers strategies and performance. This would be an important guiding factor in the planning, implementation and monitoring of knowledge transfer strategies on projects. This stud will therefore sought to provide answers to these questions thereby shedding more light on this subject of the effect of knowledge transfer strategies on the performance of project teams in Nairobi City County, Kenya.

Purpose of the Study

The purpose of the study was to assess the effect of knowledge transfer strategies on the performance of project teams in in Nairobi City County, Kenya..

2.0 LITERATURE REVIEW

Theoretical Review

Social Exchange Theory

The first theory of the study is the social exchange theory by Cook et al. (2013). The social exchange theory is a social psychological and sociological perspective that explains social change and stability as a process of negotiated exchanges between parties (Cook et al., 2013). Social exchange theory posits that human relationships are formed by the use of a subjective cost-benefit analysis and the comparison of alternatives. The theory has roots in economics,

psychology and sociology. Social exchange theory features many of the main assumptions found in rational choice theory and structuralism. It is also used quite frequently in the business world to imply a two-sided, mutually contingent and rewarding process involving transactions or simply exchange (Misztal, 2013).

The social exchange theory attempts to explain the nature of the relationships between perceived value and cost-benefit analysis. DeConinck (2010) suggested that when an individual perceives the cost of a relationship outweighs the perceived benefits, then the person will choose to leave the relationship. The theory further states that persons that give much to others try to get much from them, and persons that get much from others are under pressure to give much to them. The social exchange relationships between two parties develop through a series of mutual exchanges that yield a pattern of reciprocal obligations to each party (Lee, Mohamad & Ramayah, 2010). Social exchange theory indicates that individuals are willing to maintain relationships because of the expectation that to do so is rewarding. Individuals voluntarily sacrifice their self- benefits and contribute these benefits to other individuals with the expectation for more future gains (Morgan, 2012).

There is evidence that trust in the competence of the knowledge source and knowledge receiver is important for successful knowledge transfers (Wang & Noe, 2010). According to McKnight et al. (2011), the level of trust increases over time and it is specifically the non-benevolence component of trust that gains strength over time. While a consensus exists among authors that trust as an important factor, the interaction of trust and control is not as clear. Malhotra and Lumineau (2011) demonstrate this using an experiment which showed that control has a crowding-out effect on trust. The role of trust carries importance in knowledge transfer. Trust is important for knowledge-based companies as marketplace swap of knowledge gives rise to elevated levels of uncertainty and risk. Social exchange theory can therefore be used to develop models relating trust to knowledge sharing and knowledge sharing to team effectiveness.

Activity Theory

Activity theory (AT) is an umbrella term for a line of wide-ranging social sciences theories and research with its roots in the Soviet psychological activity theory pioneered by Lev Vygotsky, Alexei Leont'ev and Sergei Rubinstein in 1934. These scholars sought to understand human activities as systemic and socially situated phenomena and to go beyond paradigms of reflexology (the teaching of Vladimir Bekhterev and his followers) and classical conditioning (the teaching of Ivan Pavlov and his school), psychoanalysis and behaviorism. It acts for environment, history of the person, culture, role of the artifact, motivations, and complexity of real-life activity. One of the strengths of AT is that it bridges the gap between the individual subject and the social reality - it studies both through the mediating activity. According to Krasny and Roth (2010), the theory focuses on practice, which obviates the need to distinguish applied from pure science; understanding everyday practice in the real world is the very objective of scientific practice. The objective of activity theory is to understand the unity of consciousness and activity (Sannino, 2011).
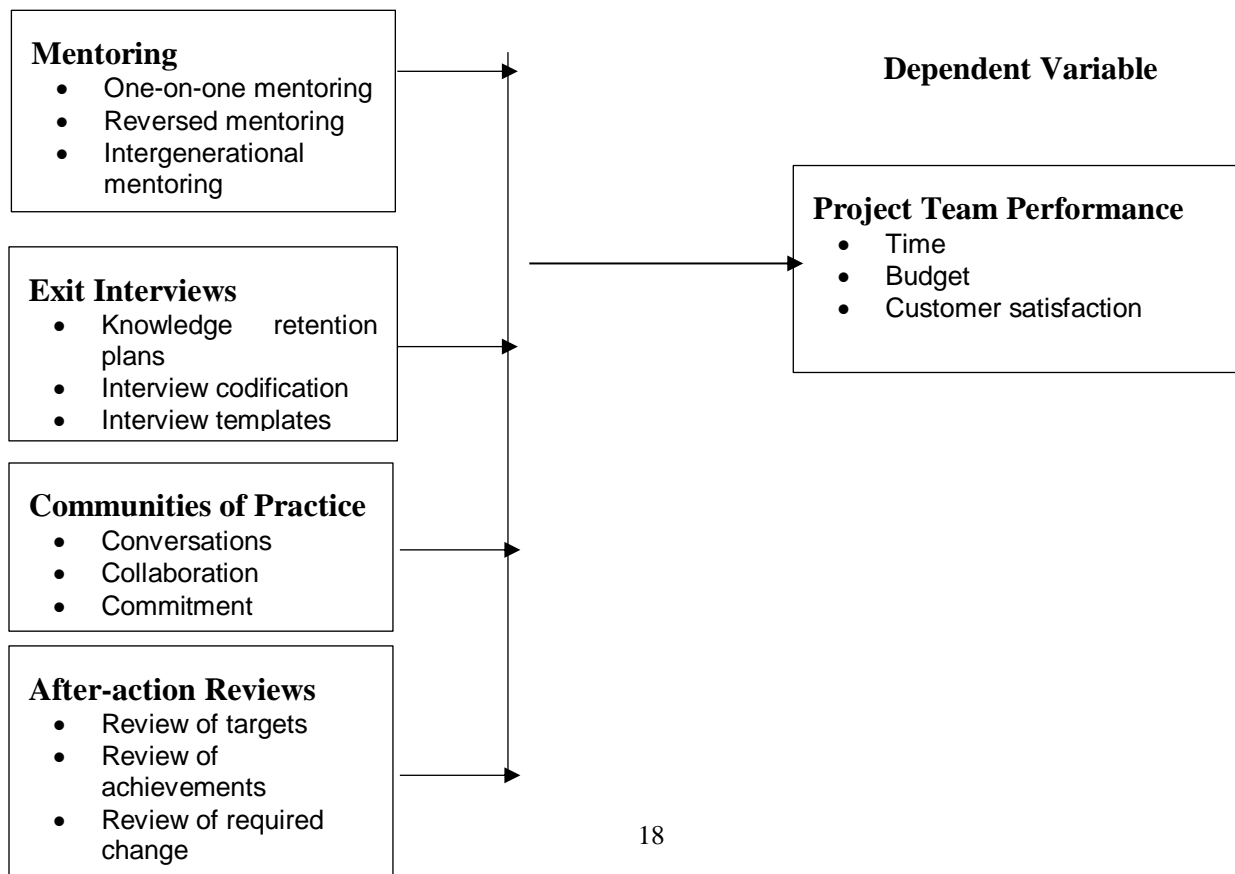
AT describes the learning context and pedagogic strategies (Deacon & Hodgkinson, 2013) and puts emphasis on the nature of learning and doing, tool use and community, content and context. Activity Theory suggests a relationship between theory and practice emerging in a historical and cultural context and addresses the gap between theory and practice by putting material, activity before language and theory (Franklin et al., 2010). Krasny and Roth (2010) argue that in AT consciousness is located in everyday activities and is transformed through practice and is formed in a collective activity after interaction between subject and environment. Participation has to take place to master practice which is the primary role in shaping and constituting knowledge and knowing. Knowing is conceived as a way of acting within a community of practice.

It is clear from the theory that participatory work significantly influences knowledge transfer. Group work in knowledge transfer has not only been extensively researched but research has shown that smaller groups exchange more information, particularly if the exchange process is structured. This theory was therefore important in the study in examining knowledge exchange strategies used by SMEs in Nairobi, Kenya.

Conceptual Framework

The conceptual framework depicts the dependent variable (project team performance) and the independent variable (the knowledge transfer mitigation strategies of mentoring, exit interviews, communities of practice and after-action reviews).

Figure 1 Conceptual Framework

Mentoring
- One-on-one mentoring
- Reversed mentoring
- Intergenerational mentoring

Exit Interviews
- Knowledge retention plans
- Interview codification
- Interview templates

Communities of Practice
- Conversations
- Collaboration
- Commitment

After-action Reviews
- Review of targets
- Review of achievements
- Review of required change

Dependent Variable

Project Team Performance
- Time
- Budget
- Customer satisfaction

Empirical Literature

Mentoring

Serrat (2017) studied coaching and mentoring and determine that project teams need to cultivate a wide range of practices to use in different circumstances to nurture and guide the team in the right direction. Depending on the situation, an organization may opt to coach or mentor an individual to achieve the desired result. Coaching and mentoring both help to drive results; increase commitment to a project; improve employee performance and productivity, and free up precious management time. Coaching focuses on performance within the individual's current role, which can include the development of new skills or performance issues. Mentoring looks at long-term goals, dealing with both personal and professional success.

Exit Interviews

Harter et al. (2013) studied the importance of exit interviews in project team performance and determined that exit interviews are conducted with departing employees, just before they leave. Participation in exit interviews by the employee is voluntary but, from the organization's perspective, the primary aim of the exit interview is to learn reasons for the person's departure, on the basis that the information will be a helpful driver for organisational improvement. Exit interviews are also an opportunity for an organization to enable transfer of knowledge and experience from the departing employee to a successor or replacement, or even to brief a team on current projects and issues. Good exit interviews should also yield useful information about the organization as an employer, to assess and improve all aspects of the working environment, culture, processes and systems, management and development. Exit interviews are a unique opportunity to survey and analyse the opinions of departing employees, who generally are more forthcoming, constructive and objective than staff still in post. From the departing employee perspective, an exit interview is a chance to give some constructive feedback.

Communities of Practice

Bratianu and Leon (2015) studied the approaches for transferring knowledge between older and younger workers often called mixed age teams or intergenerational teams. The study posited that the difference between them are that the CoPs are stressing that the groups should be put together according to their specific area of expertise, be it within the same specialized field, or facing the same problems and challenges in a work situation. Mixed aged teams focus on connecting people with different age and experience, ranging from younger to older employees, to perform tasks together and learning from each other. Further, CoPs have potential for supporting knowledge retention in the long term, and there are a lot of different ways to assemble the networks and communities that can be effective. It was recommended that there is necessity for adjusting the different practices for retention and transfer to their specific purpose, context and people.

After-Action Reviews

Jugdev (2016) studied after-action reviews and organizational learning and argued that organizational learning requires that teams continuously assess their performance to identify and learn from successes and failures. The After-Action Review (AAR) is a simple but powerful tool

to help you do this. Conducting an AAR at the end of a project, program or event can help you and your team learn from your efforts. Furthermore, sharing the results from your AAR can help future teams learn successful strategies and avoid pitfalls the organization has worked to overcome.

RESEARCH METHODOLOGY

The study adopted a descriptive survey research design. The target population for this study was the 547 project managers, project leads and project team members of the small and medium sized organizations that carry out construction projects in Nairobi City County. The sampling frame for the study was the National Government Constituencies Development Fund list (2017) which shows that there are 547 project managers, project leads and project team members in the construction SMEs in Nairobi City County. The study sampled 20% of the population, making the sample size of the study to be 109 project managers, project leads and project team members. Stratified random sampling was used in this study. The study stratified the population into 17 strata based on the constituencies in Nairobi City County. This study utilized primary data. Primary data was collected mainly through self-administered questionnaires, which contain structured and non-structured questions for project managers. Data was analyzed using descriptive statistical techniques such as percentages frequencies, means and standard deviations. Inferential statistics were used to determine the relationship between the dependent and independent variables. This was done by use of regression analysis.

4.0 ANALYSIS AND FINDINGS

4.1 Demographic Characteristics

This section presents the findings on the demographic characteristics of the respondents. The demographic characteristics sought form the respondents included the type of respondent, gender, highest level of education attained, their age, employees in the organizations and the length of work in their organizations. To present the data on these characteristics, figures are used to give a clear picture of the characteristics being reviewed.

4.1.1 Type of Respondent

The findings on the type of respondent indicated that 33.3% of the respondents were project managers, 33.3% were project leads and 33.3% were project team members. The findings obtained are as a results of the sampling framework where each category of the respondents was targeted from every company sampled. The findings are presented in Figure 2.
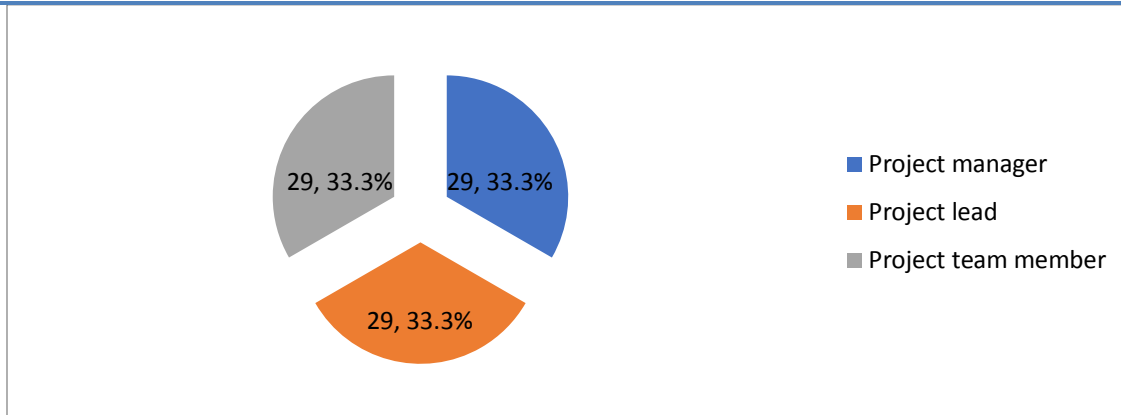
Figure 2: Type of Respondent

4.1.2 Gender of Respondents

The findings on gender indicated that 60% of the respondents were male, while 40% were female. The findings are presented in Figure 3. The findings imply that most project managers, project leads and project team members of the small and medium sized organizations that carry out construction projects in Nairobi City County are male.

Figure 3: Gender of Respondents

4.1.3 Highest Level of Education Attained by Respondents

On the highest level of education attained by respondents, the study determined that 56% of the respondents had attained a postgraduate degree, 32% had undergraduate degrees while 12% had attained diploma level of education. The findings are shown in Figure 4.4. The findings imply that most project managers, project leads and project team members of the small and medium sized organizations that carry out construction projects in Nairobi City County have attained higher level of education.
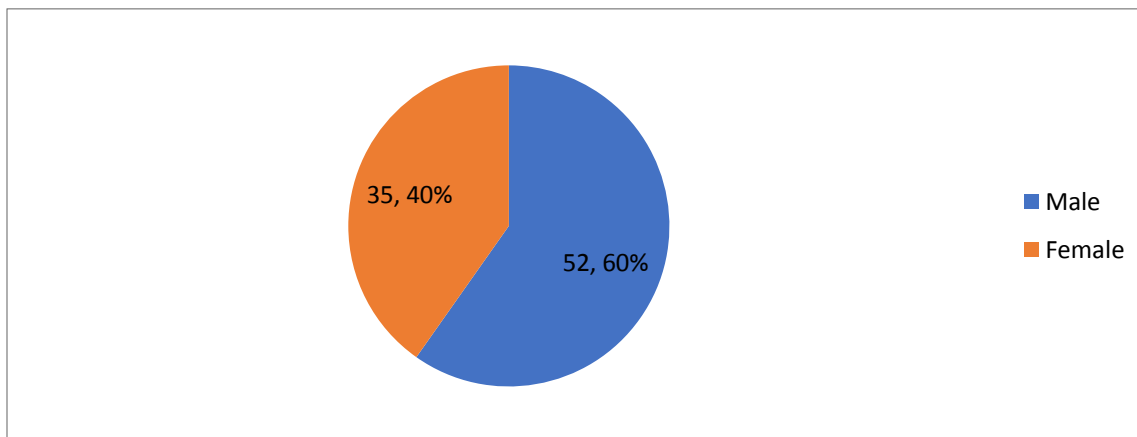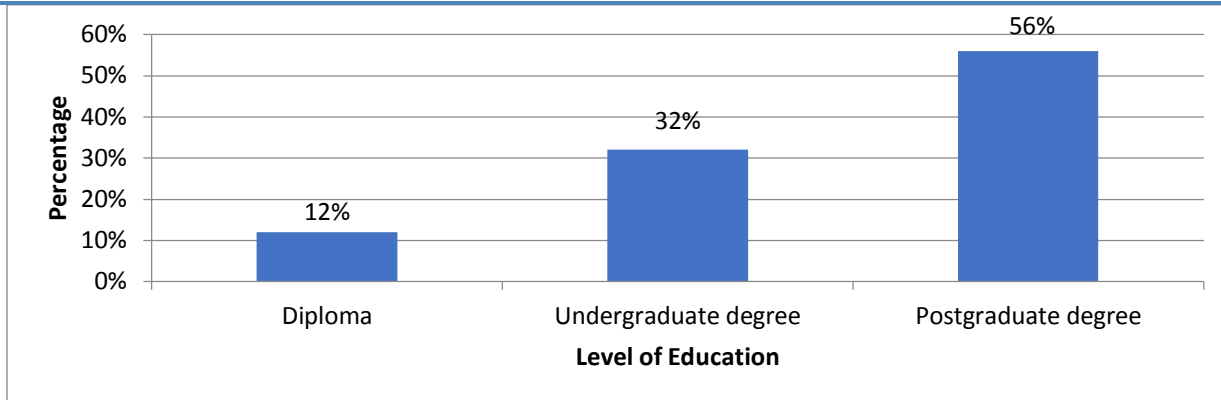
Figure 4 Highest Level of Education Attained by Respondents

4.1.4 Highest Level of Education Attained by Respondents

The findings on the age of the respondents showed that 38% of the respondents were aged less than 30 years, 33% were aged 31-40 years, 17% were aged 41-50 years while 12% had more than 50 years. The findings are presented in Figure 5. The findings of the study imply that most project managers, project leads and project team members of the small and medium sized organizations that carry out construction projects in Nairobi City County are aged 4o years or less.
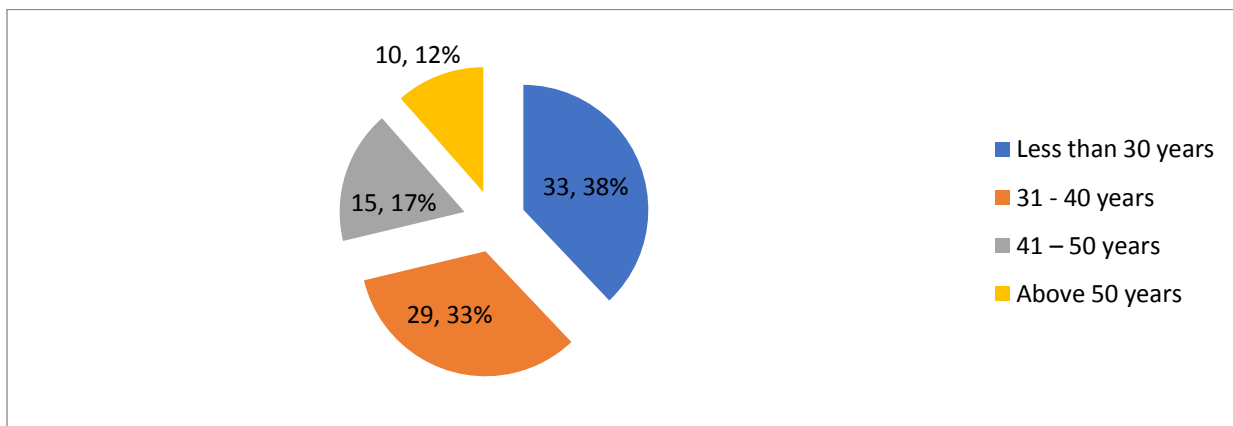

Figure 5: Highest Level of Education Attained by Respondents

4.1.5 Number of Employees in the Organizations

The findings on the number of employees in the organization indicated that 41% of the respondents said their organization had more than 50 employees, 24% said their organization had 11-30 employees, 20% had 10 or less employees while 15% had 31-50 employees. The findings are shown in Figure 4.6 and imply that most small and medium sized organizations that carry out construction projects in Nairobi City County have more than 50 employees.
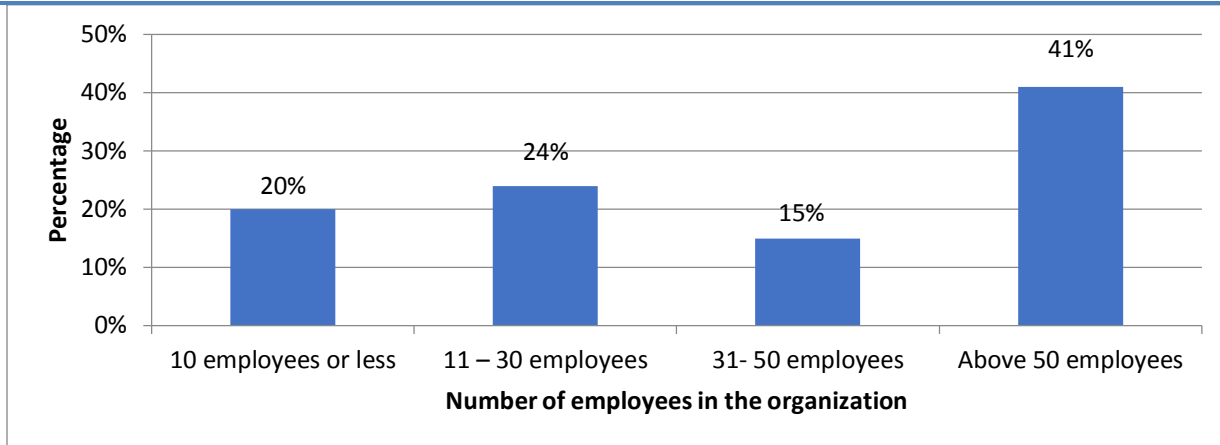
Figure 6: Number of Employees in the Organizations

4.1.6 Years the Respondents had worked in the Organizations

The study findings on the years the respondents had worked in their organizations indicated that 40% of the respondents had worked in their organizations for 6-10 years, 24% had worked for 11-15 years, 21% had worked for more than 15 years while 15% had worked for 1-5 years. The findings imply that most project managers, project leads and project team members of the small and medium sized organizations that carry out construction projects in Nairobi City County have good experience as most had worked for more than 5 years as shown in Figure 4.7.
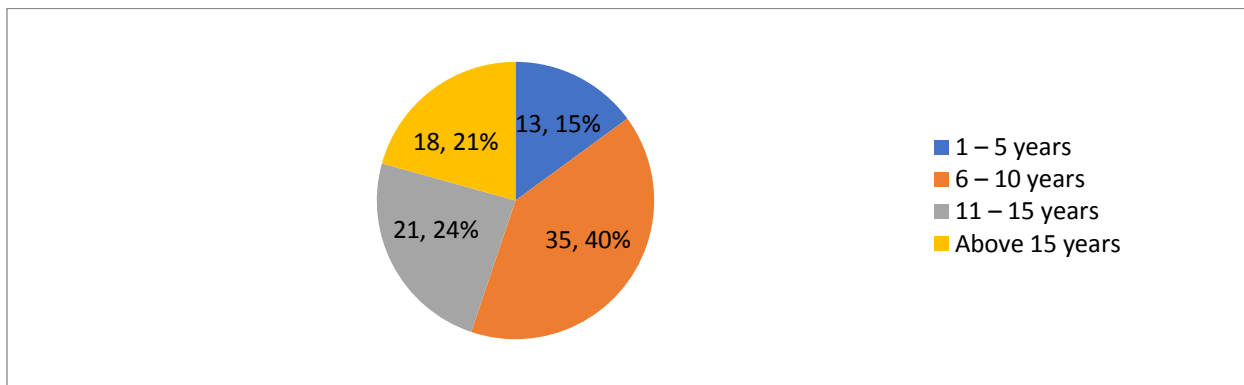
Figure 7 Years the Respondents had worked in the Organizations

4.2 Descriptive Findings

4.2.1 Mentoring and Performance of Project Teams

The first objective of the study was to assess the effect of mentoring on the performance of project teams. The study found that the respondents agreed that one-on-one mentoring was used in the organization to promote project teams performance ($M = 3.89$, $SD = 1.333$). The respondents also agreed that their organization used reversed mentoring in project teams ($M = 3.61$, $SD = 1.233$). The respondents agreed that intergenerational mentoring had been adopted in the organization ($M = 3.46$, $SD = 1.274$). The findings additionally indicate that the respondents

agreed that their organization used reciprocal mentoring in project teams ($M = 3.45$, $SD = 1.237$). The findings indicate that the respondents agreed that mentoring programs had enabled them to share, transfer and retain knowledge ($M = 3.92$, $SD = 1.183$). Further, the respondents agreed that mentoring had been relatively implemented in the organization raising project teams performance ($M = 3.52$, $SD = 1.077$). The standard deviations obtained show that the respondents had varied opinions as all standard deviations obtained were more than 1. The findings are shown in Table 1.

Table 1 Descriptive Statistics on Mentoring

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Dev.
One-on-one mentoring is used in the organization to promote project teams performance	F	8	10	4	27	38	3.89	1.333
	%	9.2%	11.5%	4.6%	31.0%	43.7%		
My organization uses reversed mentoring in project teams	F	7	7	26	20	27	3.61	1.233
	%	8.0%	8.0%	29.9%	23.0%	31.0%		
Intergenerational mentoring has been adopted in the organization	F	11	6	22	28	20	3.46	1.274
	%	12.6%	6.9%	25.3%	32.2%	23.0%		
The organizational uses reciprocal mentoring in project teams	F	10	7	22	30	18	3.45	1.237
	%	11.5%	8.0%	25.3%	34.5%	20.7%		
Mentoring programs have enabled me to share, transfer and retain knowledge	F	7	6	4	40	30	3.92	1.183
	%	8.0%	6.9%	4.6%	46.0%	34.5%		
Mentoring has been relatively implemented in the organization raising project teams performance	F	5	8	27	31	16	3.52	1.077
	%	5.7%	9.2%	31.0%	35.6%	18.4%		

The findings of the study presented in Table 1 agree with those of MacLennan (2017) who determined that coaching and mentoring is more relationship based and involves ongoing or periodic interaction between an employee and the supervisor, coach or mentor. The types of mentoring which were found to be important in the relationship included one-on-one mentoring as well as active and ongoing participation between the leader and student in a partnership. Bratianu and Leon (2015) also agree that transferring knowledge between older and younger workers (intergenerational teams) help the teams to focus on connecting people with different age and experience, ranging from younger to older employees, to perform tasks together and learning from each other.

4.2.2 Exit Interviews and Performance of Project Teams

The second objective of the study was to explore the influence of exit interviews on the performance of project teams. The study found that the respondents agreed that their organization had clear knowledge retention plans for project teams ($M = 3.79$, $SD = 1.091$). The respondents also agreed that there was interview codification for all employees wishing to leave the project teams ($M = 3.87$, $SD = 1.076$). The respondents agreed that interview templates were

made available to the project members to enable them give feedback to the project appropriately ($M = 3.77$, $SD = 1.075$). The findings additionally indicate that the respondents agreed that exit interviews were conducted separately when an employee left a project team ($M = 3.39$, $SD = 1.195$). Further, the respondents agreed that feedback and insights were usually gathered through exit interviews ($M = 3.44$, $SD = 1.282$). The standard deviations obtained show that the respondents had varied opinions as all standard deviations obtained were more than 1. The findings are shown in Table 2.

Table 2: Descriptive Statistics on Exit Interviews

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Dev.
The organization has clear knowledge retention plans for project teams	F	1	8	32	13	33	3.79	1.091
	%	1.1%	9.2%	36.8%	14.9%	37.9%		
There is interview codification for all employees wishing to leave the project teams	F	1	9	23	21	33	3.87	1.076
	%	1.1%	10.3%	26.4%	24.1%	37.9%		
Interview templates are made available to the project members to enable them give feedback to the project appropriately	F	0	15	17	28	27	3.77	1.075
	%	0.0%	17.2%	19.5%	32.2%	31.0%		
Exit interviews are conducted separately when an employee leaves a project team	F	6	16	20	28	17	3.39	1.195
	%	6.9%	18.4%	23.0%	32.2%	19.5%		
Feedback and insights are usually gathered through exit interviews	F	6	15	28	11	27	3.44	1.282
	%	6.9%	17.2%	32.2%	12.6%	31.0%		

The findings of the study are supported by the findings of Bratianu and Leon (2015) who determined that exit interviews helps in supporting knowledge retention in the long term. Harter et al. (2013) also agrees with the findings that good exit interviews yield useful information about the organization as an employer, to assess and improve all aspects of the working environment, culture, processes and systems. From the departing employee perspective, an exit interview is a chance to give some constructive feedback.

4.2.3 Communities of Practice and Performance of Project Teams

The study sought to determine the effect of communities of practice on the performance of project teams. The findings obtained indicated that the respondents strongly agreed that there are conversations where questions and discussions were posed within project teams ($M = 4.24$, $SD = 0.940$). The respondents also strongly agreed that there were collaborations which support problem solving and sharing of knowledge among peers ($M = 4.03$, $SD = 0.655$). The respondents agreed that their organization gave room for commitment where team members were

given chance to feel part of the team ($M = 3.85$, $SD = 0.909$). The findings additionally indicate that the respondents agreed that connectivity was given in terms of meetings and forums, and capabilities ($M = 3.74$, $SD = 1.028$). Further, the respondents neither agreed nor disagreed that knowledge was made available to organizational members outside the community ($M = 3.06$, $SD = 0.753$). The standard deviations obtained show that the respondents had similar opinions as the standard deviations obtained for most responses were less than 1. The findings are shown in Table 4.3.

Table 3 Descriptive Statistics on Communities of Practice

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Dev.
There are conversations where questions and discussions are posed within project teams	F	0	6	12	24	45	4.24	.940
	%	0.0%	6.9%	13.8%	27.6%	51.7%		
There are collaborations which support problem solving and sharing of knowledge among peers	F	0	0	17	50	20	4.03	.655
	%	0.0%	0.0%	19.5%	57.5%	23.0%		
The organization gives room for commitment where team members are given chance to feel part of the team	F	0	6	25	32	24	3.85	.909
	%	0.0%	6.9%	28.7%	36.8%	27.6%		
Connectivity is given in terms of meetings and forums, and capabilities	F	0	12	24	26	25	3.74	1.028
	%	0.0%	13.8%	27.6%	29.9%	28.7%		
Knowledge is made available to organizational members outside the community	F	1	15	53	14	4	3.06	.753
	%	1.1%	17.2%	60.9%	16.1%	4.6%		

The findings obtained in the study are in line with the findings of Hughes, Jewson and Unwin (2013) who studied communities of practice and noted that community of practice consists of an identity defined by a shared domain of interest. This helps to have a commitment to the domain, and therefore a shared competence that distinguishes members from other people.

4.2.4 After-Action Reviews and Performance of Project Teams

The fourth objective of the study was to establish the influence of after-action reviews on the performance of project teams. The findings of the study indicated that the respondents agreed that there was continuous review of targets within the project teams in the organization ($M = 3.86$, $SD = 0.917$). The respondents also strongly agreed that review of achievements was

continuously done within project teams (M = 4.05, SD = 0.951). The respondents agreed that their organization undertook review of required changes within project teams (M = 3.45, SD = 1.198). The findings further indicate that the respondents agreed that training was always done in weak areas identified (M = 3.86, SD = 0.917). Additionally, the respondents strongly agreed that project members were always encouraged to implement channels that improve on the identified weak areas (M = 4.01, SD = 0.869). The standard deviations obtained show that the respondents had similar opinions as most standard deviations obtained were less than 1. The findings are shown in Table 4.4.

Table 4 Descriptive Statistics on After-Action Reviews

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Dev.
There is continuous review of targets within the project teams in the organization	F	0	9	16	40	22	3.86	.917
	%	0.0%	10.3%	18.4%	46.0%	25.3%		
Review of achievements is continuously done within project teams	F	0	9	10	36	32	4.05	.951
	%	0.0%	10.3%	11.5%	41.4%	36.8%		
The organization undertakes review of required changes within project teams	F	6	11	30	18	22	3.45	1.198
	%	6.9%	12.6%	34.5%	20.7%	25.3%		
Training is always done in weak areas identified	F	0	9	16	40	22	3.86	.917
	%	0.0%	10.3%	18.4%	46.0%	25.3%		
Project members are always encouraged to implement channels that improve on the identified weak areas	F	0	4	20	34	29	4.01	.869
	%	0.0%	4.6%	23.0%	39.1%	33.3%		

Yang, Wan and Fu (2012) agree with the study findings that an organization needs tools to help retain its employees. This could be done through training of employees, to avoid mass leaving of employees as it will be less costly to train existing employees than hiring and training new employees.

4.3 Correlation Analysis Findings

The study used Pearson Correlation to determine the relationship between the independent variables and dependent variable in the study. The test was conducted at the 5% level of significance. Thus, a critical value was set at 0.05; any value below the critical value is statistically significant and vice versa. The table gives the Pearson Correlation coefficient, the significance value showing the level of the relationship and the N which is the value indicating the sample size used to determine the association.

The study found that mentoring had a strong significant relationship with project team performance, $r = .649$, $p < .000$. The study also found that exit interviews had a moderate significant influence on project team performance, $r = .483$, $p < .000$. The study found a strong significant influence of communities of practice on project team performance, $r = .751$, $p < .000$. A moderate relationship was also determined between after-action reviews and project team performance, $r = .314$, $p < .003$. The correlation analysis results are shown in Table 4.5.

The findings obtained in the study are supported by MacLennan (2017) who found that mentoring improves employee performance and productivity, as well as performance of project teams. Keegan, Ringhofer and Huemann (2018) also showed that successful project-based organizations ensure their project managers and team members go through mentoring practices.

Table 5 Correlation Matrix

		Project Team Performance	Mentoring	Exit Interviews	Communities of Practice	After-Action Reviews
Project Team Performance	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	87				
Mentoring	Pearson Correlation	.649**	1			
	Sig. (2-tailed)	.000				
	N	87	87			
Exit Interviews	Pearson Correlation	.483**	.226*	1		
	Sig. (2-tailed)	.000	.035			
	N	87	87	87		
Communities of Practice	Pearson Correlation	.751**	.649**	.413**	1	
	Sig. (2-tailed)	.000	.000	.000		
	N	87	87	87	87	
After-Action Reviews	Pearson Correlation	.314**	.062	.484**	.609**	1
	Sig. (2-tailed)	.003	.570	.000	.000	
	N	87	87	87	87	87

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

4.4 Regression Analysis Findings

The study used regression analysis to present the results on the relationship test between the dependent and the independent variables of the study. This was done by running a multiple regression model. The model summary, ANOVA and coefficients were al derived to present findings from regression analysis. The significance of the regression model was tested at the 5% level of significance through F statistics which shows the level of reliability of the model in presenting the relationship between the study variables. The findings are presented in Table 4.6 to Table 4.8.

The findings of the study indicated in Table 4.6 indicate the regression model summary showing the extent to which the independent variables influence the dependent variable. From the results, the value of $R^2 = 0.675$. The findings imply that based on the coefficients, the predictor variables (mentoring, exit interviews, communities of practice and after-action reviews) explain 67.5% of the variation in project team performance in the small and medium sized organizations that carry out construction projects in Nairobi City County. Other factors not considered by this study therefore contribute to 32.5% of the variation in project team performance in the small and medium sized organizations that carry out construction projects in Nairobi City County.

Table 6 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.822[a]	.675	.659	.44624

a. Predictors: (Constant), Mentoring, Exit Interviews, Communities of Practice, After-Action Reviews

From the findings presented in Table 7, the significance value in testing the reliability of the model for the relationship between mentoring, exit interviews, communities of practice, after-action reviews with project team performance was obtained as 0.000 which is less than 0.05 the critical value at 95% significance level. Therefore, the model is statistically significant in predicting the relationship between the variables of the study. The F value calculated is 42.561 indicating a significant model for the relationship as given by the regression coefficients.

Table 7 ANOVA Test Table

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	33.901	4	8.475	42.561	.000[b]
1	Residual	16.329	82	.199		
	Total	50.230	86			

a. Dependent Variable: Project Team Performance

b. Predictors: (Constant), Mentoring, Exit Interviews, Communities of Practice, After-Action Reviews

As indicated in Table 8, mentoring had coefficients, $\beta = .155$, $t = 2.543$, $p < .007$ showing a significant relationship with project team performance. Exit interviews also showed a significant

influence on project team performance with the coefficients, $\beta = .286$, $t = 3.873$, $p < .000$. Communities of practice had coefficients, $\beta = .686$, $t = 5.487$, $p < .000$ showing a positive and significant relationship. After-action reviews also showed coefficients of $\beta = .251$, $t = 2.475$, $p < .015$.

Table 8 Regression Coefficients Table

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.489	.305		1.601	.113
	Mentoring	.123	.079	.155	2.543	.007
	Exit Interviews	.253	.065	.286	3.873	.000
	Communities of Practice	.743	.135	.686	5.487	.000
	After-Action Reviews	.252	.102	.251	2.475	.015

a. Dependent Variable: Project Team Performance

The regression coefficients answer the regression model relating the dependent and the independent variables. Based on these, the regression model: $\mathbf{Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon}$ therefore becomes;

$$Y = 0.489 + 0.123\, X_1 + 0.253\, X_2 + 0.743\, X_3 + 0.252\, X_4 + 0.305$$

The results show that all knowledge transfer strategies had a positive and significant influence on project team performance. The findings imply that a unit increase in mentoring will increase project team performance by 0.123 units in the small and medium sized organizations that carry out construction projects in Nairobi City County, a unit increase in exit interviews will increase project team performance by 0.253 units in the small and medium sized organizations that carry out construction projects in Nairobi City County, a unit increase in communities of practice will increase project team performance by 0.743 units in the small and medium sized organizations that carry out construction projects in Nairobi City County and a unit increase in after-action reviews will increase project team performance by 0.252 units in the small and medium sized organizations that carry out construction projects in Nairobi City County.

The findings obtained are in line with those of MacLennan (2017) who found a positive relationship influence of mentoring on performance of project teams; Boivie, Graffin and Pollock (2012) who found that exit interviews and communities of practice improved project team performance and Jugdev (2016) who found a positive influence of after-action reviews on project team performance.

5.0 SUMMARY, CONCLUSION AND RECOMMENDATION

Summary

This study was undertaken with the aim of assessing the effect of knowledge transfer strategies on the performance of project teams in in Nairobi City County, Kenya. The study was guided by

four (4) research objectives which were; to assess the effect of mentoring on the performance of project teams, to explore the influence of exit interviews on the performance of project teams, to determine the effect of communities of practice on the performance of project teams and to investigate the influence of after-action reviews on the performance of project teams.

The study targeted to collect data from 547 project managers, project leads and project team members of the small and medium sized organizations that carry out construction projects in Nairobi City County. The study used both descriptive and inferential statistics in data analysis. Descriptive statistics involved the use of means, frequencies and standard deviations. Correlation and regression analysis were used to determine the strength and directions of the relationships between the variables.

With regard to mentoring and performance of project teams, the study found that one-on-one mentoring was used in the organization to promote project teams; most organizations used reversed mentoring in project teams; intergenerational mentoring had been adopted in the organization; most organizations used reciprocal mentoring in project teams and that mentoring had been relatively implemented in the organization raising project teams performance.

With regard to exit interviews and performance of project teams, the found that most organizations had clear knowledge retention plans for project teams; there was interview codification for all employees wishing to leave the project teams; interview templates were made available to the project members; exit interviews were conducted separately when an employee left a project and feedback and insights were usually gathered through exit interviews.

Concerning communities of practice and performance of project teams, the study found that there were conversations where questions and discussions were posed within project teams; collaborations which support problem solving and sharing of knowledge among peers and organizations gave room for commitment where team members were given chance to feel part of the team. However, knowledge was not made available to organizational members outside the community.

Finally, on after-action reviews and performance of project teams, the study found that there was continuous review of targets within the project teams in the organization; review of achievements was continuously done within project teams; the organizations undertook review of required changes within project teams and training was always done in weak areas identified.

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Conclusion

The study concluded that mentoring was used in the the small and medium sized organizations that carry out construction projects in Nairobi City County, with forms of mentoring used including one-on-one, reversed, reciprocal and iintergenerational mentoring. The study concluded that the organizations used exit interviews which were done through having knowledge retention plans for project teams, interview codification for employees leaving project teams and gathering of feedback and insights. The study concluded that communities of practice in the organizations were done through conversations, collaborations and commitment where team members were given chance to feel part of the team. Most organizations however did not avail knowledge to the members outside the community. The study concluded that the organizations carried out after-action reviews through continuous review of targets, review of achievements and required changes within project and also undertaking training in weak areas

Recommendations

The study recommends that use of these techniques as reciprocal mentoring can help the organizations managers and employees to mutually benefit from each other. Intergenerational mentoring can help the younger employees to learn from their older peers, and the older employees can also learn from the fresh young ideas from the youth. The study further

recommends that the organizations need to invest in feedback and insight gathering especially when employees leave a project, as their ideas can be used to improve the performance of the project team, and other project teams in the future. The study also recommends sharing of information by the organizations with community, as this encourages knowledge sharing in organizations. The study further recommends implementation of review of achievements and rewarding project teams that have done well. This will encourage them to work better and hence project team performance will be achieved as stipulated.

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