Rethinking knowledge management as a stimulant to improved use of M&E processes and results

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Presentation outline

• Perspective on the concept of knowledge
• Knowledge management in context
• Highlight factors that affect use and influence of M&E process and results
• Some suggestions for improving use and influence of M&E process and results
• Conclusion
Definition of knowledge

• “The experience and expertise that, when combined with basic data and information can solve problems and create value” (Pasher & Ronen, 2011, p. xvi)

– knowledge is the potential and process for effective action
– knowledge influences the way people think, behave, relate and act
What is M&E knowledge?.....

Adapted from Collison and Parcel, (2004)
M&E knowledge is blended learning...

- Classroom/books
- Experience/application
- Sharing
- Creation/generation

Improved competencies, capabilities and capacities for effective action

M&E Knowledge Development

Blended Learning
Categories of M&E knowledge

• Explicit - tacit knowledge dichotomy
  – Articulable and non-articulable
  – Dualism and duality

• Different types of knowledge are variants of explicit and tacit M&E knowledge

Adapted from Nonaka and von Krogh (2009)
Knowledge hierarchy

Stage 1: M&E Tacit knowledge (we don’t know what we know)

Thoughts, ideas, know-how, techniques, sub-conscious

Stage 2: Articulable Tacit M&E knowledge (an unknown sub-set of that below)

Stage 3: Codified M&E knowledge (both print and electronic formats; e.g. text, photos, drama, video, songs, etc)

Stage 4: Categorised M&E knowledge (e.g. classification system)

Stage 5: Formalised M&E knowledge (e.g. formulae and models)

Adapted from Busch (2008)
## M&E knowledge types

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<tr>
<th></th>
<th>Individual</th>
<th>Social</th>
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<td><strong>Explicit</strong></td>
<td>Embrained (Conscious) e.g. An individual knows about the planned evaluation</td>
<td>Embedded (Objectified) e.g. People know the results of the evaluation</td>
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<tr>
<td><strong>Tacit</strong></td>
<td>Embodied (Automatic) e.g. unexpressed individual’s attitude and feelings about the evaluation</td>
<td>Enculturated (Collective) e.g. Organisational culture of using the evaluation results</td>
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Adapted from Spender (1996) and Hislop (2009)
An ideal M&E knowledge journey

- Participatory situation analysis
- Identification of strategic interventions and prioritisation
- Monitoring and evaluation
- Implementation
- Critical reflection

Address the situation

Applying experiences and expertise

- Lessons learned
- Good practices
- Failures
- Evidence for policy advice

Problems
Opportunities
Definition of Knowledge Management

• Over a hundred published definitions of knowledge management (Dalkir, 2011)
  – “an umbrella term which refers to any deliberate efforts to manage the knowledge of an organisation’s work force” (Hislop, 2009, p.59)
  – “the deliberate and systematic coordination of an organisation’s people, technology, process, and organisational structure in order to add value through reuse and innovation (Dalkir, 2011, p. 4)
Knowledge management...

• Successful KM is about people, processes and technologies

  – Common and reliable *technology* infrastructure to facilitate sharing
  – Connecting the *people* who know, and the behaviours to ask, listen and share
  – Some *processes* to simplify sharing, validation and distillation
Activities of M&E knowledge management

Adapted from Collison and Parcel, (2004)
Integrated knowledge management cycle

Adapted from: Dalkir (2011)
Factors for use and influence of M&E at individual level

- Meet job’s intellectual demands (Gray and Meister, 2004)
- Improving personal competence (Gray and Meister, 2004)
- Perceived image gain and improved social status (Tullawat and Vichita, 2012),
- Sense of pride and job security (Tullawat and Vichita, 2012),
- Willingness to learn or receive and apply knowledge
Factors for use and influence of M&E at inter-personal level

- Interpersonal relationships e.g. trust and respect between individuals (Joia and Lemos, 2010)
- Use of effective and reflective processes to capture and apply wealth of actors’ tacit knowledge
Factors for use and influence at group - organisational level

- Potential to improve group/organisational performance (Koskinen et al., 2003).
- Perceived value of knowledge content and knowledge source (Tullawat and Vichita, 2012)
- Team spirit and immersion into M&E processes and activities
- An environment that encourages sharing and application of knowledge
Factors for use and influence at group - organisational level...

- Managers engaging closely with M&E systems
- Supportive organisational culture (Davenport and Prusak, 1998).
- Level of questioning and criticism tolerated
- Misrepresenting or distorting findings to serve a biased political or individual agenda
- Governance and leadership
Practical suggestions to improve use and influence of M&E processes and results

• Shifting emphasis from external design and evaluation to internal learning
• A truly participatory and learning-oriented approach to critical analysis of progress towards results = experiential learning
• A balance between qualitative and quantitative analysis = quantitative indicators cannot significantly support learning
Practical suggestions to improve use and influence of M&E processes and results...

• More attention to understanding underlying knowledge and learning processes
• Understanding and dealing with the power dynamics and politics of evaluations
• Creating the right environment for managing M&E knowledge
• Dealing with the factors that influence use (and influence at all levels will greatly improve
Introduce learning at every opportunity

Learn during

Learn before

Learn after

Initiative (Development or organisation) objectives

Initiative (Development or organisation) results

Adapted from Collison and Parcel (2004)
I thank you for your attention