Development Aid Technical Assistance Knowledge Utilization in the Ethiopian Public Organizations

A Research Report Presented to

Graduate School of Business Leadership
University of South Africa

In partial fulfilment of the requirements for the
MASTERS DEGREE IN BUSINESS LEADERSHIP
UNIVERSITY OF SOUTH AFRICA

by

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21 March 2017

Supervisor

Prof PMD Rwelamila
Declaration

I Aychew Adane Sendek declare that "Development Aid Technical Assistance Knowledge Utilization in the Ethiopian Public Organizations" is my own work. It is submitted in partial fulfilment of the requirements for the MBLREPP course for the degree of Masters in Business Leadership at the Graduate School of Business Leadership (SBL) of the University of South Africa (UNISA). The Harvard System is used to reference all research information sourced.

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Date: 21 March 2017
Table of Contents

Acknowledgement--------------------------------------------------------------------------------17
Executive Summary--------------------------------------------------------------------------------------------------18
Key Words ----------------------------------------------------------------------------------------------------------20

CHAPTER ONE: GENERAL INTRODUCTION

1.1 Introduction ------------------------------------------------------------------------------------------------------21
  1.1.1 Background ---------------------------------------------------------------------------------------------------21
  1.1.2 Data, information, knowledge, wisdom, management, knowledge management-------------------------------------22
  1.1.3 Effectiveness, efficiency, and sustainability---------------------------------------------------------------23
  1.1.4 Strategy and strategic management----------------------------------------------------------------------------23
  1.1.5 Leadership and strategic leadership------------------------------------------------------------------------24
  1.1.6 Change management and transformational leadership--------------------------------------------------------25
  1.1.7 Project management and executive project management-------------------------------------------------------26
  1.1.8 Knowledge management collaboration and partnership--------------------------------------------------------29
  1.1.9 Knowledge management for strategic management and strategic leadership in public organizations----------29
  1.1.10 Knowledge utilization/use/application---------------------------------------------------------------------29
  1.1.11 Knowledge utilization methodology and design--------------------------------------------------------------30
  1.1.12 Development Aid Technical Assistance---------------------------------------------------------------------30
  1.1.13 Development consulting--------------------------------------------------------------------------------------31
  1.1.14 Capacity Building-------------------------------------------------------------------------------------------31
  1.1.15 Theory of Knowledge - based View of the Firm (KBV) and Related Theories-------------------------------31
  1.1.16 Towards theory of knowledge utilization for strategic management and strategic leadership (KUSMSL)-----34
  1.1.17 Reflection on the knowledge management field of study---------------------------------------------------36
  1.1.18 Reflection on the research topic and the way forward-------------------------------------------------------37
  1.1.19 Ethiopia context---------------------------------------------------------------------------------------------39
  1.1.20 Challenges and issues in Ethiopia------------------------------------------------------------------------41

1.2 Problem Statement---------------------------------------------------------------------------------------------43

1.3 Objectives--------------------------------------------------------------------------------------------------------48

3 | Page
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4</td>
<td>Propositions</td>
<td>49</td>
</tr>
<tr>
<td>1.5</td>
<td>Methodology</td>
<td>51</td>
</tr>
<tr>
<td>1.6</td>
<td>Chapter Outline</td>
<td>52</td>
</tr>
<tr>
<td>1.7</td>
<td>Research Ethics</td>
<td>53</td>
</tr>
</tbody>
</table>

**CHAPTER TWO: THEORY AND PRACTICE OF KNOWLEDGE UTILIZATION**

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Introduction</td>
<td>54</td>
</tr>
<tr>
<td>2.2</td>
<td>Practices of Knowledge Utilization</td>
<td>54</td>
</tr>
<tr>
<td>2.2.1</td>
<td>Knowledge management</td>
<td>54</td>
</tr>
<tr>
<td>2.2.2</td>
<td>KM for strategic management and strategic leadership in public orgs</td>
<td>54</td>
</tr>
<tr>
<td>2.2.3</td>
<td>KM and knowledge use collaboration and partnership</td>
<td>62</td>
</tr>
<tr>
<td>2.2.4</td>
<td>Knowledge utilization</td>
<td>67</td>
</tr>
<tr>
<td>2.2.5</td>
<td>Development aid technical assistance</td>
<td>70</td>
</tr>
<tr>
<td>2.2.6</td>
<td>Development aid technical assistance projects and programs</td>
<td>73</td>
</tr>
<tr>
<td>2.2.7</td>
<td>Development consulting</td>
<td>76</td>
</tr>
<tr>
<td>2.2.8</td>
<td>Capacity building/capacity development</td>
<td>81</td>
</tr>
<tr>
<td>2.2.9</td>
<td>Effective, efficient, and sustainable use of knowledge</td>
<td>83</td>
</tr>
<tr>
<td>2.2.10</td>
<td>Strategic opportunities and challenges of knowledge utilization</td>
<td>86</td>
</tr>
<tr>
<td>2.2.11</td>
<td>Summary</td>
<td>98</td>
</tr>
<tr>
<td>2.3</td>
<td>Theoretical Framework</td>
<td>100</td>
</tr>
<tr>
<td>2.3.1</td>
<td>Perspectives of knowledge in organization</td>
<td>100</td>
</tr>
<tr>
<td>2.3.2</td>
<td>Theories - the role of knowledge in an organizational context</td>
<td>102</td>
</tr>
<tr>
<td>2.3.3</td>
<td>Summary</td>
<td>113</td>
</tr>
<tr>
<td>2.4</td>
<td>Ethiopia Context</td>
<td>115</td>
</tr>
<tr>
<td>2.4.1</td>
<td>Ethiopia and the Ethiopia economy</td>
<td>115</td>
</tr>
<tr>
<td>2.4.2</td>
<td>Strategic management and strategic leadership practices</td>
<td>118</td>
</tr>
<tr>
<td>2.4.3</td>
<td>Development aid technical assistance</td>
<td>119</td>
</tr>
<tr>
<td>2.4.4</td>
<td>Development aid technical assistance projects and programs</td>
<td>122</td>
</tr>
<tr>
<td>2.4.5</td>
<td>Development consulting</td>
<td>126</td>
</tr>
<tr>
<td>2.4.6</td>
<td>Capacity building/development</td>
<td>126</td>
</tr>
<tr>
<td>2.4.7</td>
<td>Knowledge management and knowledge utilization</td>
<td>127</td>
</tr>
</tbody>
</table>
2.4.8 Knowledge management and knowledge use collaboration and partnership-----128
2.4.9 Effective, efficient and sustainable use of knowledge--------------------------128
2.4.10 Knowledge use challenges and opportunities-------------------------------129
2.4.11 Summary---------------------------------------------------------------130
2.5. Conclusion---------------------------------------------------------------131

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction---------------------------------------------------------------132
3.2 Overview of Research Approach/Methods and Research Process-------------132
3.3 Preferred Approach for this Study----------------------------------------135
3.4 Research Method and Design---------------------------------------------136
  3.4.1 Target population------------------------------------------------------136
  3.4.2 Sampling frame--------------------------------------------------------137
  3.4.3 Sample selection-------------------------------------------------------137
  3.4.4 Sample units-----------------------------------------------------------138
  3.4.5 Sample size------------------------------------------------------------139
3.5 Measurement and Measurement Scales--------------------------------------140
3.6 Data Collection Methods--------------------------------------------------140
3.7 Research Instrument-------------------------------------------------------142
3.8 The Data Collection Process, Data Management and Analysis ---------------144
  3.8.1 The data collection process--------------------------------------------144
  3.8.2 Data management and analysis------------------------------------------147
3.9 Validity, Reliability, Generalizability------------------------------------149
3.10 Scope, Delimitation, Assumption------------------------------------------151
  3.10.1 Scope---------------------------------------------------------------151
  3.10.2 Delimitation----------------------------------------------------------152
  3.10.3 Assumption------------------------------------------------------------152
3.11 Limitation of the Study-------------------------------------------------152
3.12 Contribution of the Study-----------------------------------------------153
3.13 Research Ethics----------------------------------------------------------153
CHAPTER FOUR: RESEARCH FINDINGS

4.1 Introduction-----------------------------------------------156
4.2 Profiles of Respondents-----------------------------------156
4.3 Background to Questions and Sub Questions-------------------158
4.4 Strategy Planning and Strategy Implementation Process--------159
4.4.1 Strategic management (strategy planning and strategy implementation) --159
4.4.2 Strategic leadership--------------------------------------164
4.4.3 Transformational/visionary leadership---------------------165
4.4.4 Change management and leading change ---------------------166
4.4.5 Strategic project management (SPM) and executive project management (EPM)-168
4.4.6 Contribution of development aid (DA) projects and programs--------169
4.4.7 DA TA Capacity building (CB) and capacity development (CD) ---------171
4.5 DA Technical Assistance (TA) Knowledge Management (KM) ---------173
4.5.1 Knowledge management-------------------------------------173
4.5.2 Knowledge creation----------------------------------------176
4.5.3 Knowledge transfer/sharing-------------------------------176
4.5.4 Knowledge application/usageutilization--------------------177
4.5.5 Wise use of knowledge-------------------------------------179
4.6 Experience in DA TA projects and programs strategy planning and strategy implementation ------------------------------------------179
4.6.1 Experience in DA TA projects and programs strategic planning and strategic implementation ----------------------------------------180
4.7 DA TA Knowledge Use for Strategic Management and Strategic Leadership------182
4.7.1 Application of knowledge for strategic management and strategic leadership------182
4.7.2 Systemic way of knowledge use/application/utilization-------------------186
4.7.3 Accommodating emergent changes-----------------------------------187
4.8 DA TA Knowledge Use for Strategic Management and Strategic Leadership:
strength and weakness------------------------------------------188
4.8.1 Strength---------------------------------------------------188
4.8.2 Weakness---------------------------------------------------190
4.9. DA TA Knowledge Use for Strategic Management and Strategic Leadership:
CHAPTER FIVE: SYNTHESIS AND ANALYSIS OF RESEARCH FINDINGS

5.1 Introduction

5.2 Contextual Overview of the Research Results (MRQ, SRQs, Research Propositions, Objectives, aim/Goal, and purpose)

5.3 Answering Sub Research Question (SRQ 1): To what extent do Ethiopian public organizations use technical assistance knowledge for their strategic planning and strategic leadership practices?

5.3.1 Strategy planning and strategy implementation process

5.3.2 DA Technical Assistance (TA) Knowledge Management (KM)

5.3.3 Experience in DA TA projects and programs strategy planning and strategy implementation

5.3.4 DA TA knowledge use for strategic management and strategic leadership

5.3.5 DA TA knowledge use for strategic management and strategic leadership: strength and weakness

5.3.6 DA TA Knowledge use for strategic management and strategic leadership: opportunities and threats

5.4 Proposition 1 and Conclusion (proving or disproving RProp 1)

5.5 Answering Sub Research Question (SRQ 2): What is the working relationship and understanding of public organizations, development consultants, and development aid agencies towards knowledge utilization?

5.5.1 DA TA knowledge use partnership

5.5.2 DA TA Knowledge use partnership, happiness and business success

5.5.3 Effective, efficient, and sustainable use of DA TA

5.6 Proposition 2 and Conclusion (proving or disproving RProp 2)

5.7 Answering Sub Research Question (SRQ 3): What are strategic opportunities and challenges in development aid technical assistance knowledge utilization by the Ethiopian public organizations?

5.7.1 Strategic opportunities to utilize DA TA knowledge effectively, efficiently,
and sustainably--------------------------------------------286

5.7.2. Strategic challenges to utilize DA TA knowledge effectively, efficiently, and sustainably--------------------------------------------288

5.7.3 Suggestions to maximize strategic opportunities and to mitigate strategic challenges so as to utilize DA TA knowledge effectively, efficiently, and sustainably--------------------------------------------292

5.8 Proposition 3 and Conclusion (proving or disproving RProp 3)--------------------------------------------294

5.9 Chapter Summary--------------------------------------------295

CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction--------------------------------------------297

6.2 Conclusions--------------------------------------------297

6.2.1 Knowledge utilization in strategic management and strategic leadership--------------------------------------------298

6.2.2 Strategic management and strategic leadership role in knowledge use--------------------------------------------299

6.2.3 Technical assistance knowledge utilization--------------------------------------------300

6.2.4 Technical assistance partnership in knowledge use--------------------------------------------302

6.2.5 Opportunities and challenges in technical assistance knowledge use--------------------------------------------303

6.3 Recommendations--------------------------------------------304

6.3.1 Strategic management and strategic leadership role in knowledge use--------------------------------------------304

6.3.2 Technical assistance knowledge utilization--------------------------------------------305

6.3.3 Technical assistance partnership in knowledge utilization--------------------------------------------306

6.3.4 Opportunities and challenges in technical assistance knowledge use--------------------------------------------307

6.4 Recommendations for Further Research--------------------------------------------308

6.4.1 Recommendations for further research--------------------------------------------308

References--------------------------------------------312
List of Tables

Table 2.1 Competing Epistemologies of knowledge------------------------------------------101
Table 4.1 In-depth interview groups and Focus Group Discussion (FGD)
    respondents code--------------------------------------------------------------------157
Table 4.2 Profile of respondents -----------------------------------------------------158
Table 4.3 Strategy planning and strategy implementation situation --------------------160
Table 4.4 How far government organizations led by strategy -----------------------------163
Table 4.5 Strategic leadership role in strategy planning
    and strategy implementation---------------------------------------------------------164
Table 4.6 How far the leadership is transformational and/or visionary------------------165
Table 4.7 How far organizations manage change and how far
    leadership is leading change--------------------------------------------------------166
Table 4.8 Projects and programs strategic role and the role of leadership/executives----168
Table 4.9 DA projects and programs contribution for the success of organizations,
    poverty reduction and growth--------------------------------------------------------169
Table 4.10 DA TA CB and CD effort in organizations --------------------------------------171
Table 4.11 DA TA KM activities in government/public organizations ----------------------173
Table 4.12 KM activity in government organizations including
    DA projects and programs-------------------------------------------------------------175
Table 4.13 DA TA knowledge creation------------------------------------------------------176
Table 4.14 DA TA knowledge sharing-------------------------------------------------------176
Table 4.15 How far DA TA knowledge is applied/used/utilized in government
    organizations-----------------------------------------------------------------------177
Table 4.16 Wise use of DA TA knowledge --------------------------------------------------179
Table 4.17 Personal involvement/support/observation in DA TA
    projects and programs strategy planning-----------------------------------------------180
Table 4.18 Involvement/support/observation in DA TA projects and programs in the
    strategy planning and strategy implementation------------------------------------------180
Table 4.19 Personal involvement/support/observation in the application of DA TA
knowledge for strategic planning and strategic leadership

Table 4.20 DA TA knowledge application for strategic planning

Table 4.21 DA TA knowledge application for strategy implementation

Table 4.22 DA TA knowledge application for achieving organizations vision and mission

Table 4.23 DA TA knowledge application for achieving GTP I and GTP II

Table 4.24 Extent of DA TA knowledge use for strategic management and strategic Leadership practices

Table 4.25 Systemic way of knowledge use/application/utilization

Table 4.26 How far strategic plans accommodate emergent changes based on DA TA new knowledge

Table 4.27 Strength in DA TA knowledge utilization

Table 4.28 Weakness in DA TA knowledge utilization

Table 4.29 Opportunities to utilize DA TA knowledge

Table 4.30 Threats to utilize DA TA knowledge

Table 4.31 How far DA TA partnership is clear

Table 4.32 How far DA TA partnership is clear in knowledge utilization

Table 4.33 Extent of clarity on DA TA partnership

Table 4.34 Extent of clarity on DA TA knowledge partnership in knowledge utilization

Table 4.35 How far DA TA partnership is need based

Table 4.36 DA TA knowledge need for the use of strategic planning and strategic leadership practices

Table 4.37 How far DA TA partnership is building capacity

Table 4.38 DA TA knowledge network situation in public organizations

Table 4.39 DA TA knowledge culture situation in public organizations

Table 4.40 How far DA TA partners are happy/unhappy on the partnership

Table 4.41 How far DA TA knowledge utilization is a success for public organizations

Table 4.42 How far DA TA knowledge utilization is a business success for
Table 4.43 How far DA TA knowledge utilization is a success for donor agencies

Table 4.44 Extent of successfulness of DA TA partnership and cooperation in strategic and wise use of knowledge

Table 4.45 How far DA TA knowledge is utilized effectively

Table 4.46 Extent of effectiveness in DA TA knowledge utilization

Table 4.47 How far DA TA knowledge is utilized efficiently

Table 4.48 Extent of efficiency in DA TA knowledge utilization

Table 4.49 How far DA TA knowledge is utilized in sustainable way

Table 4.50 Extent of sustainable DA TA knowledge use

Table 4.51 Perception on the availability of strategic opportunities to utilize DA TA knowledge

Table 4.52 Strategic opportunities available in the 21st century to utilize DA TA knowledge effectively, efficiently, and sustainably

Table 4.53 Environmental forces for good use of DA TA knowledge

Table 4.54 Perception on strategic challenges in DA TA knowledge utilization

Table 4.55 List of strategic challenges to utilize DA TA knowledge effectively, efficiently, and sustainably

Table 4.56 DA TA challenges in knowledge utilization versus development partners weakness

Table 4.57 Potential strategic challenges to utilize DA TA knowledge

Table 4.58 DA TA challenges versus development partners responsibility

Table 4.59 DA TA challenges versus government organization staff responsibility

Table 4.60 Suggestion of strategic key issues to utilize DA TA knowledge effectively, efficiently, and sustainably

Table 5.1: Summary of research finding
List of Figures

Figure 1.1 Research Framework - Ethiopian Federal and Regional Public Organizations Strategic Planning Process (developed for this research)--------45
Figure 1.2 Research Conceptual Framework------------------------------------------46
Figure 1.3 Research Model -------------------------------------------------------------47
Figure 2.1 Classification of knowledge ---------------------------------------------------56
Figure 2.2 Characteristics of post-industrial society----------------------------------------102
Figure 2.3 A high-level Zack framework-based strategic knowledge gap analysis--------107
Figure 2.4 An integral KM cycle, knowledge utilization as part of KM cycle---------111
Figure 2.5 Data, information, knowledge, and wisdom framework------------------------113
Figure 3.1 The Role of reasoning in Model Development----------------------------------133
Figure 3.2 Deductive and Inductive Research Process-------------------------------------134

List of Annexure

Annex I In-depth interview and FGD Guide---------------------------------------------322
Annex II Structured Interview Questions---------------------------------------------338
Annex III Question and Sub Question Guide------------------------------------------341
Annex IV Research Submission Approval---------------------------------------------342
Annex V Consent Form Individual In-depth Interview----------------------------------343
Annex VI Consent Form FGD-----------------------------------------------------------345
Annex VII Individual in-depth interview Participant Information Sheet---------------347
Annex VIII FGD Participant Information Sheet-----------------------------------------352
Annex VIII Research Ethics Approval-----------------------------------------------357
Annex X Turn-it- in report-------------------------------------------------------------359
Annex XI List of Ethiopia DAG Members-----------------------------------------------360
**List of Abbreviations**

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFDB</td>
<td>African Development Bank</td>
</tr>
<tr>
<td>CB/CD</td>
<td>Capacity Building / Capacity Development</td>
</tr>
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<td>CEMS</td>
<td>Collage of Economics and Management Studies of UNISA</td>
</tr>
<tr>
<td>CIA</td>
<td>United States of America Central Intelligence Agency</td>
</tr>
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<td>CRGE</td>
<td>Ethiopia Climate Resilience Green Economy Plan</td>
</tr>
<tr>
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</tr>
<tr>
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</tr>
<tr>
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</tr>
<tr>
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</tr>
<tr>
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</tr>
<tr>
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</tr>
<tr>
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</tr>
<tr>
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</tr>
<tr>
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</tr>
<tr>
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</tr>
<tr>
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</tr>
<tr>
<td>GDP</td>
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</tr>
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</tr>
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</tr>
<tr>
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<td>Knowledge - based View of the Firm</td>
</tr>
<tr>
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</tr>
<tr>
<td>KMFE</td>
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</tr>
<tr>
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<td>Knowledge Management for Development</td>
</tr>
<tr>
<td>KT</td>
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</tr>
<tr>
<td>----</td>
<td>-------------------</td>
</tr>
<tr>
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</tr>
<tr>
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</tr>
<tr>
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</tr>
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</tr>
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<td>Main Research Question</td>
</tr>
<tr>
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</tr>
<tr>
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</tr>
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</tr>
<tr>
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</tr>
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</tr>
<tr>
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</tr>
<tr>
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<td>Analytical Framework - Political, Economical, Social, Technological, Environmental, and Legal</td>
</tr>
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</tr>
<tr>
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</tr>
<tr>
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</tr>
<tr>
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</tr>
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</tr>
<tr>
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</tr>
<tr>
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</tr>
<tr>
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</tr>
<tr>
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</tr>
</tbody>
</table>
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Executive Summary

Knowledge management and knowledge utilization is becoming one of the competencies of strategic management and strategic leadership. For this reason, there should be well conceptual understanding. Strategic leaders need to use knowledge strategically and wisely. Development aid has significant proportion of resource that being used for the Ethiopia economy poverty reduction and growth effort. The country gets significant amount of development aid technical assistance through development consultants aiming at strengthening the capacity of government/public organizations. Hence, knowing this can add significant value. The research probed to what extent knowledge is being used from the technical assistance; explored the partnership clarity; and identified strategic challenges and opportunities in the technical assistance knowledge use.

The main aim/goal of this research is to conceptualize and contribute the understanding of knowledge utilization of Ethiopia public organizations that gained from development aid technical assistance through development consultants for the use of strategic planning and strategic leadership practices. The purpose of the study is to explore knowledge utilization of Ethiopia public organizations, gained from development aid technical assistance through development consultants, for the use of strategic planning and strategic leadership practices.

Methodologically, qualitative approach through inductive reasoning, case study method, and non-probability sampling are used. Primary data is collected from 32 individual in-depth interviews, 2 focus group discussions, and observation. Secondary data is collected from 3 five years strategic documents. For data analysis, case, content, and quantitative methods are used.

The research found that though there is development aid technical assistance knowledge use by Ethiopian public organizations for their strategic management and strategic leadership practices; the use is limited, not well utilized, not systemic, not strategic, not being used wisely. The use is not also effective, efficient, and sustainable. The research also found that development partners collaboration, relationships, and understanding towards effective, efficient, and sustainable utilization of technical assistance knowledge is not clear. Development aid technical assistance partnership is not also developing institutional capacity sustainably in long term. Besides, the research found that despite there are strategic opportunities that can facilitate good use of technical assistance knowledge; on the other hand, there are strategic challenges faced by Ethiopian public organizations to utilize technical assistance knowledge properly. These opportunities and challenges are also mainly related to effective, efficient, and sustainable use of development aid technical assistance knowledge.
Furthermore, the research found that there is no conceptual understanding of knowledge in the study topic. Knowledge gap is existed on the topic among Ethiopia public organizations, development consultants, development aid agencies, and academicians/specialists.

There should be well conceptual understanding of knowledge management and its environment and knowledge utilization for strategic management and strategic leadership. It is important to conceptualize and understand knowledge utilization of Ethiopia public organizations. Public organizations strategic management and strategic leadership activities, interventions, and decisions demands knowledge management and knowledge utilization competencies. These also suggest that public organizations leaders, managers, and employees cannot be effective, efficient, and act sustainably in their strategic management and strategic leadership roles unless and otherwise they have good knowledge management competencies. This makes strategic management and strategic leadership role in TA knowledge use critical.

Ethiopian public organizations have strategic key issue/suggestions for their consideration to improve this situation. These include policies and strategies. Development partners and academicians can play great role in the process. The research has contribution to have conceptual understanding on the study topic and to use development aid technical assistance knowledge effectively, efficiently, and sustainably. It has contribution in understanding technical assistance and sustainable capacity building. It contributes by forwarding recommendations that indicates the need of comprehensive and systemic thinking on sustainable capacity development. Institutional capacity building from technical assistance needs paradigm shift. The research initiates preliminary questions on development aid technical assistance and capacity development. The research would be a base for future studies. The current thinking of development partners on knowledge transfer to build public organizations capacity needs rethinking. It needs rethinking, towards knowledge utilization.
Key Terms

Knowledge management, knowledge utilization; government, public organization, public administration; strategic management, strategic leadership; development, development aid; technical assistance, technical cooperation; development consulting; development partnership, development cooperation; effectiveness, efficiency, sustainability; capacity building, capacity development; business management, business leadership.
CHAPTER ONE
GENERAL INTRODUCTION

1.1 Introduction

This chapter introduces the study topic, location and context of the study, problem statement, objectives, propositions, methodology, chapter outline, and research ethics.

1.1.1 Background

Knowledge is strategic. It is becoming highly important economic resource; and is one of key and unique competitive assets that make a difference for organizations transformational change and development. It may be possible to say that organizations are nothing but knowledge houses. Consequently, knowledge management and knowledge utilization is becoming one of the competencies of strategic management and strategic leadership. Strategic leaders need to use knowledge wisely for their strategic management process including strategic planning. For this reason, it should get enough attention and focus. Organizations are overwhelmed by enormous data and information (era of information and big data). Decision makers cannot deal with these on daily basis. Rather, they need to focus and select knowledge which is strategic, contextual and actionable (Tiwana, 2002).

Knowledge can be acquired and transferred in organizations internally and externally with different forms. The knowledge gained need to be utilized effectively, efficiently, and sustainably (Argote, 2013; Lee and Wong, 2015; Omerzel, Antoncic & Ruzzier, 2011). In fact, it should be applied also in wisdom spirit (Bierly III, et al., 2000). By doing so, it can contribute for organizations and by large it should add value for society poverty reduction, growth, and prosperity.

According to Ethiopia Ministry of Finance and Economic Development (MOFED) (2015), the Ethiopian government believes its leadership is transformational and strategic, working for the country renaissance to become middle-income country by 2025. MOFED (2015) also states that Ethiopia has practiced transformational and strategic management, based on Strategic Planning Management (SPM) principles since 2003; since then it has developed five years organizational strategic plans under the umbrella of five years federal strategic plans and regional strategic plans. More recently, from July 2010 onwards, the country is led by 5 years Growth and Transformational Plan (GTP I) (MOFED, 2015). According to Ethiopia National Planning Commission (NPC) (2015), currently, the country is directed by GTP II (July 2015 - July 2020).
According to Development Assistance Group (DAG) (2015), Ethiopia gets significant amount of Development aid (DA). Aid partly comes with Technical Assistance (TA) projects and programs through development consulting service aiming at strengthening the capacity of public/government organizations. One of the demonstrations for organizations to what extent they utilize knowledge could be how far a particular source of knowledge used/applied in the country's public organizations strategic planning and strategic leadership practices in effective, efficient, and sustainable manner. One of the sources of this knowledge is that gained from DA TA projects and programs through development consulting services.

This research tries to conceptualize and understand how far/to what extent Ethiopia public organizations utilize knowledge. That knowledge gained from DA TA through development consulting services for their strategic planning and strategic leadership practices. In the following sections major concepts, constructs, empirical evidences, and theories that are underpinning the study are described.

1.1.2 Data, information, knowledge, wisdom, management, knowledge management.

As discussed in the previous section, the focus of this research is on knowledge but it is important to describe knowledge related concepts and constructs. Data is a set of particular objective facts about an event or simply structured records of a transaction (Tiwana, 2002). Information is processed data (Jasimuddin, 2012). Knowledge is actionable information; actionable refers to the notion of relevant and being available in the right context, and in the right way so that anyone (not just the producer) can bring it to bear on decisions being made every minute (Tiwana, 2002: 37). Organizational knowledge in the business context is nothing but actionable information (Tiwana, 2002).

According to Laudon and Laudon (2014), wisdom is the collective and individual experience of applying knowledge to the solution of problems; wisdom involves where, when, and how to apply knowledge. Knowledge that has been documented is called explicit knowledge; whereas tacit knowledge is personal, context-specific knowledge that is difficult to formalize, record, or articulate, it is stored in the heads of people (Laudon and Laudon, 2014). Management is the process of planning, organizing and controlling resources and people in order to produce goods or provide services (Burnes, 2014: 615). Knowledge management (KM) key goal is the “collection" and creation of knowledge and on how this is put into action at a strategic rather than at a functional and operational level (Tzortzaki and Mihiotis, 2014: 32). Besides, important thing to mention are learning organization, organizational learning, unlearn, power, politics, conflict, in
relation to knowledge. To analyse and effectively understand the full dynamics of organizational knowledge processes, these need to be understood well (Hislop, 2013: 199).

1.1.3 Effectiveness, efficiency, and sustainability

When discussing knowledge use in wisdom spirit, it should be noted that it is associated with effectiveness, efficiency, and sustainability like any other product or service processes, production, and productivity.

Heizer and Render (2014) discuss the definition of effectiveness and efficiency as defined by Broednet, Kinkel & Lay (2009) that effective means doing the right thing. Developing and using the correct strategy help us to be effective. Whereas, efficiency means doing the job well with minimum of resources and waste. Applying good strategic decisions helps us to be efficient (Heizer and Render, 2014: 49). Yukl (2013) discusses Katz & Khan (1978) definition that organizational effectiveness is the long-term prosperity and survival of the organization. It is determined by organizational performance. To be successful organizations must adopt their environment, acquire necessary resources, and conduct operations in efficient ways (Yukl, 2013: 273). Buchholtz and Carroll (2012: 510) refer to website of Brundtland Commission (formerly the World Commission on Environment and Development (WCED) that defined sustainability from the business context as ‘business that meets the needs of the present without compromising the ability of future generations to meet their own needs’.

1.1.4 Strategy and strategic management

According to Porter (1991: 95), ‘the reason why firms succeed or fail is perhaps the central question in strategy’. Knowledge use needs to be effective, efficient, and sustainable. To do so, it should be considered at strategic management level. Strategy management and strategic use of knowledge also applies for Ethiopia public organizations.

According to Grant (2013), strategy is about effective management, achieving success for long term goals of individuals or organizations, gives clear direction, helps for quality decision making, and facilitates coordination. Strategy is a plan of action stating how an organization will achieve its long-term objectives (Burnes, 2014: 620). When strategic management meant top-down, long-range planning and plan implementation, there was little distinction between business corporations and not-for-profit organizations: the techniques of forecast-based planning applied equally to both (Grant, 2013: 25).
Grant (2013: 25) further states that strategic management works for both business corporations and non-for-profit organizations. With some adoption for those operate in competitive and non-competitive environments, strategic internal and external analysis and industry analysis are readily applicable to not-for profits (Grant, 2013). The strategic planning process of not-for-profits needs to be designed so that mission, goals, resource allocation, and performance targets are closely aligned. Most strategy implementation issues are also apply for not-for-profit organizations (Grant, 2013). Strategy is linked to action and performance and the primary value is in creating a mechanism for linking strategy to a system of implementation (Grant, 2013).

As a result, strategic management has the benefit for public organizations since it can improve decision-making, achieving coordination, and setting performance targets. Regarding competition, most non-profit organizations also compete for funding (Grant, 2013). State capitalism is growing interest in alternative forms of business enterprises in contemporary thinking, the critical focus of top management should not be profits rather strategic factors that drive profits including operational efficiency, customer satisfaction, innovation, and new product development (Grant, 2013). A good example of state capitalism is China (Grant, 2013). Ethiopia government seems also following 'state capitalism' called Developmental State (MOFED, 2015).

**1.1.5 Leadership and strategic leadership**

As strategic knowledge use is for strategy and strategic management, it is the same to leadership and strategic leadership. This is due to the fact that the role of top leaders and leadership is leading the strategic management process.

Leadership is the process of influencing others and getting mutual understanding to accomplish shared objectives (Yukl, 2013). Leadership is the process of establishing goals and motivating others to pursue and achieve these goals (Burnes, 2014: 615).

According to Krupp and Paul (2013), strategic leadership focus on how executives can transform their organizations strategically by learning and applying adoptive changes in relation to dynamic local and international circumstances. On the other hand, Jasimuddin (2012: 259) states that strategic leadership refers to manager's ability to articulate a strategic vision for a firm, and to motivate others to do things in efficient and an effective manner. Strategic leadership is concerned with managing the strategy-making process to increase the performance of an organization, thereby increasing the value (Jasimuddin, 2012: 259).
According to Norzailan, Yusof & Othman (2016: 66) 'strategic leaders need to have a certain personality predisposition and develop three key competencies to be effective in their role. These competencies are strategic thinking, managing politics, and change management'. Being a strategy leader is having six essential skills: anticipate, challenge, interpret, decide, align, and learn (Krupp and Paul, 2013). One of the big roles of strategic leaders is strategic decision making under four stages decision making: intelligence, design, choice, and implementation (Laudon and Laudon, 2014). Strategic leaders are the people responsible for the design and execution of the strategic management process (Jasimuddin, 2012).

Thus, as knowledge is critical for strategic management it is the same for strategic leadership. That means it is important competence for strategic managers who are responsible for managing the strategy making and strategy implementation process. It is also important competence for strategic leaders who are responsible the strategic management process and leading their organizations. To do so, they should understand knowledge in wisdom spirit and take it as their main competency if they want to be effective, efficient, and act sustainably.

### 1.1.6 Change management and transformational leadership

Contemporary strategic management and strategic leadership is concerned more on managing and leading change, and in most cases good leaders are transformational.

According to Yukl (2013: 87), leading change is one of the most important and difficult responsibilities for managers and administrators. It involves guiding, encouraging, and facilitating the collective efforts of members to adopt and survive in an uncertain and sometimes hostile environment. Leading change in an organization is usually guided by the top management team; but other members of the organization can initiate change or contribute to its success (Yukl, 2013). Champy (cited in Burnes, 2014: xii) declares that 'change has become both pervasive and persistent'.

According to Yukl (2013: 67) transformational leadership (sometimes also called visionary leadership and inspirational leadership) usually include articulating an appealing vision, leading by example, talking about personal value, making self-sacrifices for a team or organization. Similar to this, The Future Agenda Project (2015: 23) discusses that contemporary leaders need to have three skills: i/ strategic thinking process provides leaders with the tool to articulate their vision and involve their team. In the process, the team members understand and buy into the process, thereby motivating them to adopt it as their own. Sense of ownership is so important, which results from participating in the process. ii/ the process of innovation provide leaders with a
tool to promote the notion of continuous improvement, which has always been a must for any organization. The processes that make up situation management are key skills to master in order to deal effectively with the day-to-day issues. It is so important to deal with today’s concerns, cries, problems, and decisions.

Contemporary leaders should look for the future. These skills are important and also apply for public organization leaders of Ethiopia.

1.1.7 Project management and executive project management

As strategic leaders are concerned on strategic management and strategic leadership by being change agents and transformational, they have to have also strong competency in strategic project management (SPM) in general and in particular they have to understand executive project management (EPM) principles very well as leaders/executives.

According to Rwelamila (2016: 4):

“Project management is no longer a “special-need” management, but is rapidly becoming a standard way of doing business. An increasing percentage of the typical firm’s effort is devoted to projects. Phrases we hear and read daily at work and in conversations with our colleagues, such as "management by projects" and "project management maturity", reflect this increasing trend in every society. These phrases maintain that it is awesome to watch the almost explosively rapid adoption of such a powerful tool as project management by organisations trying to achieve their goals and objectives.”

Ethiopia public organizations need to be vigilant to understand the contemporary project management knowledge, techniques, and tools; and using them for their strategic management and strategic leadership practices.

According to Meredith and Mantel (2012, 1):

“The past several decades have been marked by rapid growth in the use of project management as a means by which organizations achieve their objectives. Successfully executing internal projects is more satisfying than external projects of the organizations that the organization has substantially improved its ability to execute more efficiency, effectiveness, or quickly, resulting in an agency of business that can even better contribute to society while simultaneously enhancing its own competitive strength. Project management provides an organization with powerful tools that improve its ability to plan, implement, and control its activities as well as the way in which it utilizes its people and resources.”
Meredith and Mantel (2012, 2) further discuss that accomplishing organizational change is a natural application of project management, and many firms have set up projects to implement their goals for strategic and tactical change. The complexities and multidisciplinary aspects of projects requires that many parts be put together so that the project's objectives - deliverables, time (or schedule), and cost- are met.

According to Rwelamila (2016), when one looks into EPM principles, the challenges facing the contemporary organization are how to tie their projects more closely to the organization’s goals and strategy, how to handle the growing number of ongoing projects, and how to make these projects more successful.

Rwelamila (2016: 12) also discusses the importance of teamwork in projects that:

“Failures in projects can often be traced to the inability of a team to make the right decisions or perform the right tasks. These failures often stem from the maladies that teams suffer from: internal conflict, member anxiety and frustration, time wasted on irrelevant issues, decisions made haphazardly by senior people, by coalitions or by default. Team members are often more concerned with getting the task done than with doing it right. Many teams never know what their purpose is, so they never know when, or if, they have achieved it.”

On the other hand, Graham and Englund (2004: 1) state that project success is often as much a result of the organizational environment as of the skills of the project manager. Besides, Graham and Englund (2004: 39 - 41) state that the role of upper management in creating an environment that promotes project success is important. Developing cooperation requires that upper managers take a systems approach to projects - look at projects as system of interrelated activities that all strategy of the organization.

Referring to Graham and Englund (2004) argument, Rwelamila and Purushottam (2012: 5) discuss that the majority of failed projects depict the following umbrella dimensions. These are i/ inefficient projects—projects failing to meet budget and schedule expectations. ii/ weak impact on customers/stakeholders—projects unable to meet technical specifications, unable to address customer/stakeholders needs, and unable to create projects that satisfy clients’/stakeholders’ needs. iii/ unsuccessful business/or unsuccessful development strategy—projects not achieving significant commercial success (private sector) or development programs/projects unable to achieve developmental goals (public sector). iv/ unsustainable potential—projects unable to open new markets or new product lines or help to develop new technology (private sector) and projects
unable to contribute toward improving the standard of living or provide better infrastructure or help to create a conducive environment for foreign direct investment.

Referring to Wheelwright & Clark (1992), Morris and Jamieson (2005: 6) in their article discuss that one of the reasons new product innovation projects often fail is because they lack wider organizational support.

According to Morris and Jamieson (2005: 6):

“While project management practitioners may think their function is central to the success of a company, it may have little meaning within the enterprise unless it is clearly established and embedded within the enterprise’s structure and business management models and processes. The involvement of some discipline explicitly concerned with the management of projects in strategy implementation seems a priori to be sensible, if only because of the need of senior management to have some control over expenditure and intended action.”

Morris and Jamieson (2005: 6) further discuss that the need for senior management involvement in project management helps to be successful in strategy implementation, the need of alignment between business, portfolio, program and project plans, etc.

Organizations should give high emphasis for projects and programs. According to Graham and Englund (2004) to become a Modern Project Oriented Organization (POO) Organizations need to do: i/ implement components of creating an environment for successful projects ii/ implement processes /develop project management/ creating an environment for successful projects in an organization for developing components of an environment for successful projects iii/having authenticity and integrity.

From the above paragraphs discussion it is possible to understand that how projects and programs can play strategic role in organizations, and even some organizations can be managed by POO. Leading projects and programs to get strategic value from them across the organization is the role of organizational executives and managers. To do so, organizations executives and managers need to use the knowledge gained from projects and programs properly. In this research context, projects and programs designed and implemented in cooperation/partnership. Under projects and programs partnership there is significant resource, which needs to be used effectively, efficiently, and sustainably. In the following section partnership from knowledge, management perspective is presented.
1.1.8 Knowledge management collaboration and partnership

Probst, Raub and Romhardt (cited in Nowacki and Bachnik, 2016: 1578) discuss that the importance of linkage between internal and external processes and knowledge resources lie in the organization and that every employee should be engaged in the knowledge management processes. Chester and Krista (2016) elaborate the work context can benefit all levels of organizations holistically, not individually. According to Nowacki and Bachnik (2016), management can therefore perceive collaboration as a sort of organization learning and knowledge management amalgamated with these thoughts of individualistic creativity and social interaction. As organizations work with external stakeholders, the collaboration and partnership should be also with all parties of knowledge stakeholders.

1.1.9 Knowledge management for strategic management and strategic leadership in public organizations

As discussed above, knowledge is strategic. Using knowledge for strategic management and strategic leadership is the role of top leadership. This thinking applies also for public organizations. To see an example of empirical evidence, Kerlinová and Tomášková (2014) study results show that managers of public administration organizations in the Czech Republic has positive attitude to strategy and strategic management so as to KM. Besides, varies studies show that the importance of KM for strategic management and leadership in public organizations.

1.1.10 Knowledge utilization/use/application

As discussed in the previous sections, since knowledge has strategic value it should be used wisely - in wisdom spirit. Otherwise, creating and sharing knowledge would be considered as meaningless. Applying knowledge is not also enough. Application of knowledge should be in the right place at the right time (Laudon and Laudon, 2014). This should be also with the right condition and with right context (Tiwana, 2002). If so, knowledge can be applied wisely. Then there is wisdom. Leading this wise use of knowledge is the role of strategic/transformational leaders and managers of Ethiopia.

Laudon and Laudon (2014: 453) discuss that regardless of what kind of knowledge management system is involved, knowledge that is not shared and applied to the practical problems facing firms and managers does not add business value. Knowledge utilization is the focus of this study. Exploration of knowledge is not the end game. Knowledge should be exploited. Thus, it is
important to give emphasis to utilize the right knowledge in the right place at the right time, immediately after exploring it from the right source (Jasimuddin, 2012: 51).

Caplan (1979) discusses that the greater problem arises from the scientific knowledge use in public policy is not fully realized because of the emphasis only on the most practical aspects of its value. In support of this problem, Miles, Miles, Perrone & Edvsinssoon (1998: 281) state that advances in theory and research are needed in the 21st century. These include, dealing with conceptualizing knowledge as the central organizational asset, incorporating knowledge capital into the strategic management process, and designing organizations to facilitate knowledge utilization.

**1.1.11 Knowledge utilization methodology and design**

Another point to discuss is knowledge utilization methodology and design. Despite this study purpose is not to do research on knowledge utilization methodology and design, it might give picture how knowledge utilization is studied. Oluikpe (2015) study explains that difficulty within organizations on how to translate tacit knowledge into action that the utilization of tacit knowledge was shown to be embedded and nested within relationships. Mohammad, Mostafa & Shahanaghi (2015), study knowledge management reliability. They indicate that KM reliability theory is a new concept but proposed reliability assessment model that facilitates the process of understanding why and how failures occur in KM. Lee and Wong (2015) study for the development and validation of knowledge management performance for Small and Medium Enterprises (SMEs). Accordingly, they find that the developed survey instrument was shown to be reliable, valid and suitable to be applied in SMEs to evaluate their KM performance. Dehghani and Ramsin (2015) study methodologies for developing knowledge management systems - an evaluation framework. The finding indicates that the proposed evaluation framework is detailed and comprehensive enough to reveal the strengths and weaknesses of Knowledge management systems (KMS) development methodologies; but with shortcomings that need to be addressed. From this section, it is understood that KM utilizations methodology and design is developing but a lot of learning remains. In the following three sections, DA TA, development consulting, and capacity building (CB) are discussed as these are other important aspects of the study.

**1.1.12 Development Aid Technical Assistance**

According to Mavrotas (2005), TA is related to CB, which is investment enhancing. Organization for Economic Co-operation and Development (OECD) (OECD, 2015) states that the primary
purpose of TA is to augment the level of knowledge, skills, and technical know-how or productive aptitudes of the population of developing countries.

1.1.13 Development consulting

In the study of consultants and organizations (clients) learning process, Massey and Walker (1999) study indicate that many factors influence whether organisational learning can be achieved. One of these is the role assignment and linking individual development to organisational development. They conclude that the assignment scope and the consultants selection of appropriate roles (organizational role and the consultants techniques) matter to have effective organisation leaning that facilitated by consultants. TA and development consulting are related to CB. This presented in the following section.

1.1.14 Capacity building

According to Tzortzaki and Mihiotis (2014: 29), CB relates to the ability to learn and adapt. Learning ability has been proven to increase when organizations knowingly employ dynamic processes that help nurture, leverage, and motivate people to improve and share their capacity to act. K’uhl (2009: 552) refer the term ‘capacity’ as, among others, key competences such as the ability to analyse problems, to develop and pursue strategies for solutions, to establish networks, and to adapt to changing situations.

The success or failure of TA activity would be considered as the success or failure of knowledge utilization of TA by public organizations. This is because TA knowledge utilization is a subset of overall TA effort. In fact, in most cases, the purpose of TA is CB. And that CB result/impact should be reflected by knowledge utilization of public organizations. Otherwise, what is the purpose of TA? Besides, consultants are knowledge workers. And consultants main role is to build capacity. That capacity should enhance the knowledge utilization of public organizations capacity. Creating and sharing knowledge from TA activities is not enough. It should be utilized wisely. When the knowledge is utilized wisely then one would say the capacity of public organization is built. If not, what is the value of all efforts of TA CB?

In the following two sections, theories that are underpinning the study are presented.

1.1.15 Theory of Knowledge - based View of the Firm (KBV) and Related Theories

Before discussing KBV, it might be important to mention Resource -based View of the Firm (RBV). According to Tzortzaki and Mihiotis (2014: 29), RBV of the Firm was theorized by
Penrose in 1959. Brown, et al (2015) discuss that RBV suggest that knowledge assets as competitive advantage; this view consider knowledge in an organization is the main source of competitive advantage. According to them, organizational knowledge assets that are valuable, rare, inimitable, and no substitutable could allow firms to differentiate themselves from competitors (Brown, et al, 2015). Similarly, (Jasimuddin, 2012: 255), RBV focuses on internal resources and capabilities of a firm that are required at a time of the formulation of a strategy.

Grant (cited in Jasimuddin, 2012: 19) postulate KBV theory and argues that the transition from an industrial society to a knowledge-based society has led to an increasing focus on knowledge as the most important resource for organizations.

Grant (1997: 454) states that:

“The knowledge-based view promises to have one of the most profound changes in management thinking since the scientific management revolution of the early decades of this century. While business corporations are striving to adjust their strategies, structures and management systems to accommodate to the new realities of the knowledge-based economy and to the challenges of managing knowledge-workers, academics are exploring new perspectives on the theory of the firm implied by the characteristics of knowledge and its role in production. The foremost challenge of the next few years will be to bring together these theoretical and practical developments in a fuller specification of the implications of the knowledge-based view for business strategies, organizational structures, management systems (human resource management in particular) and interorganizational relationships. This challenge calls for a closer collaboration between academics and practitioners than has typically been the case in the development of management principles.”

In support of this, Drucker (cited in Jasimuddin, 2012: 18) considers knowledge as a fundamental resource for people. Conventional production factors such as land, labour, and capital are secondary; while knowledge is the primary resource for individuals and for the economy.

Drucker (1991) explains why change is and must be the only constant in an organization's life and explores the consequences for managers, individuals, and society overall. And this change related to new knowledge.

Drucker (1991: 9) further states that:

“During the traumatic restructuring ... in the 1980s, thousands, if not hundreds of thousands, of knowledge employees lost their jobs. Their companies were acquired, merged, spun off, or liquidated. Yet within a few months, most of them found new jobs in which to put their knowledge to
work. The transition period was painful, and in about half the cases, the new job did not pay quite as much as the old one did and may not have been as enjoyable. But the laid-off technicians, professionals, and managers found they had the “capital,” the knowledge: they owned the means of production. Somebody else, the organization, had the tools of production. The two needed each other. One consequence of this new relationship—and it is another new tension in modern society—is that loyalty can no longer be obtained by the paycheck. The organization must earn loyalty by proving to its knowledge employees that it offers them exceptional opportunities for putting their knowledge to work. Not so long ago we talked about “labor.” Increasingly we are talking about “human resources.” This change reminds us that it is the individual, and especially the skilled and knowledgeable employee, who decides in large measure what he or she will contribute to the organization and how great the yield from his or her knowledge will be.”

According to Jasimuddin (2012: 18), KBV view regards the firm as a pool of knowledge asset. Grant (2013: 796) discusses that the key challenge of management is to integrate the specialized knowledge of organizational members into the production of goods and services. Grant (1996) considers knowledge as residing within the individual, and the primary role of the organization is knowledge application rather than knowledge creation. Grant (1996) states further that the emphasis of the earlier literature on knowledge creation and organizational knowledge by placing emphasis upon knowledge application and the role of individual. The resulting theory has had the bases of organizational capability (Grant, 1996).

According to Bierly III, et al (2000) a major critique of the knowledge-based approach to strategy is that it is based on the underlying assumption that more information and knowledge lead to greater success. They discuss that wisdom is an important missing construct in the knowledge-based theory of the firm. They believe, key to organizational wisdom is judgement and decision making which requires an understanding of the complexity of a situation. Judgement and decision making also requires the ability to make sense and simplify so that action can be result oriented (Bierly III, et al., 2000).

Teece, Pisano, and Shuen (1997) discuss that organizations need dynamic capabilities that focuses on their ability to use internal and external competencies to address the rapidly changing environment that requires changes by creating multiple capabilities.

These conclude that having knowledge as asset and applying it is not enough; it should be applied wisely.

Nevertheless, as discussed above, there are theories of knowledge in organizations for example RBV, KBV, knowledge application, knowledge application with wisdom, and dynamic
capabilities. But, as to our knowledge, there is no a clear or specific theory of knowledge utilization (in wisdom spirit) in relation to strategic management and strategic leadership that can be applied directly for this research purpose. Nevertheless, since there are theories under the research sub areas as discussed above; the following 'theory guide' constructed/forwarded. This thinking is supported be conceptual frameworks and models that can be seen under this chapter. Empirical evidences from this study are found as presented in chapter four and chapter five. The empirical evidences are ready for future studies and tests. This is done based on the following initial theory/conceptual understanding.

1.1.16 Towards theory of knowledge utilization for strategic management and strategic leadership (KUSMSL)

KUSMSL mainly builds on theories discussed in this chapter section 1.1.15. These theories are a/ RBV b/ KBV c/ Knowledge application d/ Knowledge application with wisdom e/ Dynamic capabilities. f/ KUSMSL is built and position on these theories, and other organizational, strategic management, and strategic leadership conceptual and theoretical frameworks discussed in this chapter and chapter two.

Desouza and Paquette (2011: 213), discuss that for an organization the ultimate goal of managing knowledge is to help them to be effective, efficient, competitive, and to have good decision-making capability. They further discuss that in reality varies social, organisational, and individual barriers exist between knowledge producers and knowledge consumers which leading to nonutilization, underutilization, or misuse of knowledge. They extended the discussion that bridging the gap between knowledge generation and application is one of the main challenges of knowledge management. In relation to this, Pfeffer and Sutton (1999) discuss that successful companies often reap the reward of consistent and systematic knowledge application and achieve sustained competitive advantage based on the thinking that knowing about the knowing-doing gap is different from doing something about it.

Good use of knowledge is applicable for strategic management activities. According to Jasimuddin (2012), there is a need to have an integrated approach that recognizes the importance of organizational knowledge for business strategy formulation. Similarity, strategic management principles and concepts play a role in developing an appropriate strategy for knowledge management initiatives. He further discusses that the management of knowledge is regarded as an essential part of strategic management as the organizational knowledge is a key ingredient for the
success of strategy formulation. He further emphasized the need of understanding how knowledge management is related to the various strategic management processes.

On the other hand, Bierly III, et al (2000: 596) discuss that what lacking is an explicit link between strategic choices and the application of organizational knowledge.

Bierly III, et al. (2000: 596 - 614) state the following regarding knowledge application with wisdom:

“Success does not necessarily go to the firms that know the most, but to the firms that can make the best use of what they know and know what is strategically most important to the firm and to the society at large. ...unless the concept of organizational wisdom is understood and valued throughout the organization; and organizational leadership, culture and structure are specifically focused toward facilitating its development and transfer. ...it is important to realize that precision in using words also contributes to wisdom. ...this simplification and evaluation of knowledge requires judgement, which few researchers have investigated. The judgement, selection and use of specific knowledge for a specific context is what we term organizational wisdom. That is, wisdom relates to the ability to effectively choose and apply the appropriate knowledge in a given situation.”

When see from leadership perspective, Hislop (2013: 247) discusses that growing body of empirical evidences suggest that varies leadership styles are positively related to level of knowledge sharing with organizations which suggest that knowledge management initiatives can be facilitated by effective and appropriate leadership.

It is believed that this thinking also applies for knowledge utilization as to knowledge sharing.

Thus, it is understood that strategic management is linked to strategy leadership. A good strategy needs a good strategic leadership based on adoption, flexibility, and commitment. A good strategy management with good strategy leadership would lead to good strategic decisions. For leaders and organizations to be strategic, effective, efficient, and acting by considering sustainability issues, they need to have good knowledge management competencies. And knowledge if not applied properly does not have value and cannot add value. In fact, the knowledge application should be also right that leads to wisdom. If so, organizations and their associated leadership and leaders would make a difference. To do so, it is important and decided accordingly that to have a clear concept/theory of knowledge utilization for strategic management and strategic leadership.

It is important to conceptualize and understand knowledge utilization of Ethiopia public organizations. That knowledge gained from DA TA through development consultants for the use
of strategic planning and strategic leadership practices. DA has significant proportion of resource that being used for Ethiopia economy poverty reduction and growth effort. Hence, knowing this can add significant value. To do so, there is a need to understand the use of knowledge; public organizations, development consultants, and development aid agencies partnership in knowledge utilization; effective, efficient, and sustainable utilization of knowledge; and strategic opportunities and challenges in knowledge utilization.

Knowledge is highly valuable asset in the contemporary knowledge economy world and knowledge society. It should be well understood and used wisely by Ethiopia public organizations. Development partners should also give it enough attention so that the intended public organizations capacity is built and developed. Then the country would be in a better position in its effort of poverty reduction and growth. The DA TA would be used for public organizations strategic management and strategic leadership practices if one want to look for a real impact at strategic level.

This philosophy is applied and empirical evidences are found as discussed in chapter four, chapter five, and chapter six.

In the following two sections, reflections on the field of study, the study topic position and its relevancy are presented.

1.1.17 Reflection on the knowledge management field of study

KM study gets attention since 1990 (Tiwana, 2012; Laudon and Laudon; 2014) and knowledge utilization as separate KM part gets focus in recent years. Most knowledge utilizations studies are based on case studies with some surveys. From theoretical perspective, it is a mixed view - one focus knowledge utilization with information systems; another mix it with knowledge transfer/sharing etc. Most studies also mix knowledge with information; and information systems and technology. Simply, they are not focused. Even some researchers that focus on knowledge utilization mix it with other knowledge management components i.e. knowledge acquisition and dissemination.

May be this is because knowledge management is relatively a recent field as the KM field grows from the field of information sciences and information management in 1990's. Studying knowledge utilization is difficult especially tacit knowledge. The direction of current studies teach us that there is a need to deal knowledge utilization as it is; without mixing it with other knowledge platforms so that the research finding can add good value. There are insufficient
researches on knowledge utilization but not much related to this study. In addition, studying knowledge utilization is difficult especially tacit knowledge. To understand the topic very well, researchers need to separate and classify carefully each KM platform and KMS components etc. Otherwise, by mixing everything; one cannot have a clear picture that can advance understanding of knowledge and wisdom.

This leads us to conclude that there is a need of better research approach for studying knowledge utilization including problem definition, methodology and design, etc. Strategic management and strategic leadership are also relatively new fields. At least they are not matured yet. As a result, there are no much literature that discusses knowledge utilization for strategic management and strategic leadership practices. Besides, the public sector has been given less attention in terms of knowledge management/knowledge utilization. It has been given also less attention in terms of strategic management and strategic leadership.

These makes complicated to get clear theories and empirical evidences (facts). This leads us to raise a question that why researchers and academicians do not give it enough attention? Is that because resource/fund limitation? Or, is that because their eye is biased to see fast of the profit making sector? Why developing countries like Ethiopia (including its universities) do not give it enough attention while the topic is critical for the country CB effort? Why Ethiopia does not give it enough attention while it has consumed a lot of DA TA resource for many years? Why development aid agencies have not given enough attention while they have allocated a lot of resource under their TA projects and programs? Why development consultants do not discuss about it enough? What development consultants are saying about this as a knowledge companies and as a knowledge workers? They don't say much, why?

1.1.18 Reflection on the research topic and the way forward

The research topic and the research problem are worth studying, as knowledge is becoming one of the most precious assets in organizations. And organizations are nothing but knowledge houses. It is believed that one of the reasons why wide gap in development exist among developed and developing nations, organizations, and individuals is capability and competency of knowledge utilization. Knowledge does not add value if not applied wisely. The study topic is interesting and helpful for Ethiopia context. But, to our knowledge, yet, research that connects DA TA, development consulting, knowledge utilization for strategic planning and strategic leadership practices by public organizations has not been addressed either in Ethiopia or in other countries.
On the other hand, in most cases there are theories and empirical evidences on the study area /sub topics i.e. RBV, KBV, knowledge application, knowledge application with wisdom, dynamic capabilities, knowledge management, strategic management, strategic leadership, development, DA TA etc. Thus, it has been possible to forward the research as the research has theories and empirical evidence for research sub topic areas. But theory on the research topic and/or objectives has to be developed; the least has to be extended/strengthened. Based on these understanding it has been decided that to develop initial theory as presented in section 1.1.6 of this chapter. Based on the initial guiding theory; with existing concepts, constructs, theories, and empirical evidences, the study is conducted and empirical evidences are found as presented in chapter five and chapter six.

One important point to mention is that most existing theories are mainly theorized for profit-making organizations. May be this is due to the fact that most academicians are from western countries where capitalism and free market is common that encourages private business. Whereas, in developing countries like Ethiopia the public sector plays significant role in the economy. And the economy structure may have questions that how far it is based on free market economy ideals. Nevertheless, this research has foundation and rational as outlined above; despite influenced by profit-making and western world research culture.

From the study development process it is possible to conclude that better research theories, empirical evidences, and research methodology are demanding so that a country like Ethiopia can benefit from the contemporary knowledge management, strategic management, and strategic leadership practices. Researchers, academicians, practitioners, and development partners need to give it enough attention and focus based on location and context rather than mixing issues and approach as a common medicine works for all. It would not work like that as evidenced in the previous sections that DA TA and development consultants role in supporting the public organizations change efforts is questionable/at least researchable regarding CB, knowledge use, partnership, effectiveness, efficiency, and sustainability of knowledge use. Strategic opportunities and challenges in the partnership process are not yet clear as well.

To summarize this section, with the forwarded theory, the existing theories and empirical evidences have guided this research topic. Theory development and empirical evidence finding processes are based on the existing concepts, constructs, theories, and empirical evidences, with the forwarded theory. In addition, research conceptual frameworks and research model are developed for this research purpose and they are applied. These are presented with the problem statement; after sections of Ethiopia context and challenges and issues in Ethiopia in relation to
the study topic. The research is done by inferring, contextualizing, and using the existing theories and empirical evidences (integrating and using them). And by looking into direction of developing/extending theory, and looking for empirical evidences within the research scope and purpose. According, empirical evidences are found as discussed in chapter four, chapter five, and chapter six. Developing/extending/strengthening theory would continue by other researchers. This research would be an input for that process.

1.1.19 Ethiopia context

According to United States of America Central Intelligence Agency (CIA) (2015), Ethiopia is a country with 1,104,300 square km area with population of 99,465,819 (July 2015 estimate with 2.89 annual population growth rate). Based on 2014 estimate the country had GDP (PPP) 139.4 billion USD and GDP per capita (PPP) 1500 USD, which is among the lowest in the world. The country had GDP official exchange rate of $52.34 billion (2014 estimate.) with GDP real growth rate of 10.3% (2014 estimate). According to IHS Global Inc (2015), Ethiopia’s economy in the coming years will be to a large extent remain dependent on remittances and foreign aid among others.

According to MOFED (2015), Ethiopia economy is partially dependent on DA for its efforts of poverty reduction and growth, with a national vision of becoming a middle-income country by 2025. According to DAG (2015), in 2012 the country received USD 3.3 billion (including USD 435 million in humanitarian aid) in development assistance. By the time, the total volume of aid for Ethiopia remains significant, which was USD 36 per capita. And the development assistance was about one third of the government annual official budget. The DA source was from the 22 bilateral and 24 multilateral organizations (DAG + others) actively supporting Ethiopia. According to DAG, in the following year, in 2013, the total development assistance to Ethiopia was USD 3.9 billion. Aid on budget reached USD 2.9 billion (during the Ethiopia calendar year of July 2013 to June 2014). In 2013, from the development assistance provided the share of grant (DA) compare to loans, the grant was 68%. According to DAG (2015), DAG comprises 28 bilateral and multilateral development agencies providing development co-operation to Ethiopia. The Government continued receiving grants and financing from DAG and other sources (non-DAG donors).

Mostly DA is linked to TA support through development consulting service aiming to build the capacity of government organizations that host and implement development assistance projects and programs. Development assistance has significant share and strategic role for the growing
economy of Ethiopia and the country's poverty reduction effort. This leads us to conclude that how it is important and critical to utilize knowledge in effective, efficient, and sustainable manner. So that capacity and competency of the development assistance recipient public organizations can be built properly.

In Ethiopia, government/public organizations play a big role in development investment. As discussed in the previous sections, business strategy concepts and tools including competitive strategy works and add value for public organizations. Public organizations as organizations have to be effective, efficient, and sustainable in their use of limited/scarce resources. A good strategy is one that adds value and bases on 'innovative economy. Strategy may need good strategic leadership based on vision, inspiration, adoption, flexibility, and commitment. A good strategic management with good strategic leadership would lead to result oriented decisions. That would bring a real impact. For leaders and organizations to be effective, efficient, and act with contemporary sustainability issues, they need to have good knowledge management competencies. Knowledge if not utilized/applied does not has value. In fact, the knowledge utilization/application should be also in wisdom spirit. If so, Ethiopian organizations and their associated leadership would add more value in making a difference on poverty reduction, growth, and prosperity.

Most development consulting companies and development consultants in Ethiopia, affiliated with DA, need the growing and pervasive knowledge and knowledge platforms. The question is how far development consulting firms are willing to develop the capacity of public organizations? While using knowledge platforms their knowledge may be shared not only for public organizations but also for others in the business environment. If consultants do not share their tacit knowledge to public organizations, this would jeopardize the capacity building effort and partnership of donors, consultants, and public organizations.

When it comes to studies in Ethiopia, Woldesenbet and Graeme (2007) did case study research based on semi-structured interviews with 44 senior managers in a number of business organisations in Ethiopia supplemented by secondary sources. They find that senior managers had a 'narrow and contingent knowledge’ of, and interaction with, the external environment. They also state that ‘the notion of strategy is a problematic for them’. Woldesenbet and Graeme (2007) statements may be true by the time. But this time, most are aware and guided by strategic plans. The issue may be how far public organizations internalize well the ‘notion of strategy’ and how far they practice it. The challenge is there are not such studies that discuss the research topic in Ethiopia context. In fact, this is the same for other developing countries. To our knowledge, no available studies that discuss issues related to the study topic.
1.1.20 Challenges and issues in Ethiopia

DA has significant role in Ethiopia Economy (poverty reduction and growth). As a result, it should be managed properly. To manage this resource properly, there is a need to know how far this resource is being managed. To know this, one of the indicators could be how far public organizations utilize knowledge gained from this process effectively, efficiently, and in a sustainable manner and knowing the understanding of partners in knowledge use.

According to Tiwana (2002), knowledge is pervasive. At the same time, managing knowledge is becoming one of the strategic management and leadership competency. Managing knowledge should be also in-line with the organization strategic management process in general and in particular with the strategic planning process. In this process, good partnership among public organizations, development consultants, and development aid agencies is paramount. For that, it is important to know strategic issues and challenges that surrounding in knowledge use in strategic planning in effective, efficient, and sustainable manner with good partnership.

The issue is unless public organizations utilize knowledge efficiently and efficiently how can they deliver good service for the public, development partners, and stakeholders who are involving on daily bases for poverty reduction, growth, and by large prosperity. Unless public organizations use knowledge effectively, efficiently, and sustainability (considering people, planet, and profit) (Argote, 2013; Lee and Wong, 2015; Omerzel, Antoncic & Ruzzier, 2011; Heizer and Render, 2014; Buchholtz and Carroll, 2012) how can they develop excellent policies, strategic pans, laws etc.? How can strategic leaders/transformational leaders of Ethiopia public organizations behave effectively and competently without utilizing knowledge properly? How can they behave in good decision-making style without knowing and applying the right knowledge at the right time with right context (Tiwana, 2002; Laudon and Laudon, 2014)?

Organizational change demands understanding of complex, chaos, systemic, comprehensive, and strategic thinking (Burnes, 2014). Such understanding would help to develop the long-term capacity of the country and to achieve the county vision; become middle-income country by 2025 (MOFED, 2015). To do so, the country needs to build its capacity including by the contribution of development assistance TA projects and programs through development consultants.

As discussed in the above sub sections of this chapter, in the contemporary world, in the knowledge economy world, in the fast but dynamic world, in the era of knowledge, in the era of
knowledge society, effective, efficient, and sustainable knowledge utilization is the determinant for Ethiopia public organizations to survive, grow, develop, and prosper.

Though may not be in the scope and purpose of this chapter, since they have relevance in understanding the chapter and possible research implications, questions would be extended in relation to DA TA.

Questions in relation to DA TA would include: Why Ethiopia continues with DA TA for many years? What happen if public organizations do not have DA TA? Despite some changes, why the country still in poverty and looking for DA? How long DA TA will continue?

Questions in relation to DA TA CB would include why every time the country talks about CB from DA TA? Why every time CB effort from DA TA? Are there push factors from the donors side for DA TA CB? Why the country is still in poverty and the so called capacity gap still exist in the development partnership to tackle this poverty? When the country capacity built, at least that does not demand significant CB support via DA TA?

Besides, the following questions would be asked in relation to DA TA consulting. Why the country deal with development assistance consultants for long period? Is that because as far as there is DA there should be development consulting? Or is that because there is donor interest? Is that because, as far as there is DA TA there should be development consulting? Is that because, as far as there is TA there should be development consulting? Is that because the government wants DA TA though development consultants? Is that because it is an interesting business opportunity for development consultants who are affiliated with donors?

Furthermore, the following questions would be asked in relation to Ethiopian public organizations capacity gap. Is that because public organizations do not utilize knowledge gained that they have significant capacity gap? Is that because such knowledge gap is not filled - cannot be filled? Is that because misuse of knowledge, ignorance, absence of systems, absence of strategic thinking, poor leadership?

One can also ask the following questions in relation to questions raised in the above paragraphs. What if DA TA stops, will more knowledge gap occurred? Due to this, would more gap occur in utilization knowledge and as a result more ineffective, inefficient, unsustainable organizational performance, poor quality strategic plans, and poor leadership become a culture? What will happen, does the country will face more poverty and low GDP growth rate?
In general, these questions demand numerous research and practice in relation to the research topic. These are interesting questions to deal with, that have implications for development partners and academicians.

Those questions would draw many partners who involve in DA TA and development consulting. They would draw attention also for those researchers who have interest in contemporary knowledge management, strategic management, strategic leadership, transformational leadership, change management, project management, and executive project management. They would draw attention also information scientists who has interest information systems, sociologist who has interest on organizational social change, psychologists who has interest on consultant client relationships, and economists who has interest on poverty reduction, economic growth and development.

1.2 Problem Statement

The effective utilization of knowledge in an organization business or public service through good partnership and collaboration is an important factor for the success or competitive strength of organizations (Argote, 2013). Knowledge is only valuable when it is used and applied properly in effective, efficient, and sustainable manner (Lee and Wong, 2015). It is only by putting knowledge to practical use that one creates its direct utility within a company or organization (Omerzel, Antoncic & Ruzzier, 2011).

Knowledge should add strategic value and contribute for society in poverty reduction, growth, and prosperity. In order to add strategic value, organizational leaders need to use knowledge properly for their strategic management and strategic leadership practices. Ethiopia gets significant amount of development aid. Development aid partly comes with technical assistance through development consulting service aiming to strength the capacity of public/government organizations (DAG, 2015).

The knowledge (tacit and explicit) acquired and transferred from the technical assistance projects and programs via development consultants may not well utilized. Though there is development partnership, little is known about development partners collaboration towards effective, efficient, and sustainable utilization of this knowledge and how far the knowledge gained from the technical assistance is being actually reflected/used/ in Ethiopia public organizations strategic planning and strategic leadership practices. And little is known about related strategic opportunities and challenges that would affect good use of such knowledge.
There is limited body of knowledge, to what extent public organizations of Ethiopia utilize knowledge for their strategic planning and strategic leadership practices. That knowledge gained from development aid technical assistance through development consulting services. Currently, not aware of such conceptual understanding of knowledge in the study topic in Ethiopia and for that matter in other countries. Based on the foregoing, it becomes imperative to explore this problem. The aim of the dissertation is to probe into the knowledge gap that exists among public organizations, development consultants, development aid agencies, and academicians/specialists as depicted in Figure 1.1, Figure 1.2, and Figure 1.3.
Figure 1.1 Research Framework - Ethiopian Federal and Regional Public Organizations Strategic Planning Process (developed for this research)

Source: Author, 2016
Figure 1.2 Research Conceptual Framework (developed for this research)

Ethiopia, public organizations, development partnership, development assistance, development aid, technical assistance, program/project, EPM, SPM, development consulting, consultant (expatriate, local), strategic leadership, transformational leadership, change management, strategic management, strategic planning, knowledge management, knowledge utilization, wisdom, capacity building, development partnership, business success, opportunities, challenges, effectiveness, efficiency, sustainability.

Source: Author, 2016
Figure 1.3 Research Model (developed for this research)

Responses

- **Effective** ≤50%
- **Efficient** ≤50%
- **Sustainable** ≤50%

Respondents

- Development aid agencies (managers 50%, experts 50%)
- Public Organizations (managers 50%, experts 50%)
- Development Consultants (international 50%, national 50%)

Knowledge use/Utilization for strategic planning and leadership practices

- >50% utilization satisfaction

Strategic Opportunities

- Technical assistance
  - Projects/programs
- Project staff
- **Partnership** in knowledge utilization
  - ≤50% satisfaction

Strategic challenges

- What academicians/specialists, who have knowledge in the study topic think about this?

Source: Author, 2016
1.2.1 Research questions

In this research the main research question (MRQ) is:

To what extent are Ethiopian public organizations utilizing knowledge, gained from development aid technical assistance through development consulting services, for their strategic planning and strategic leadership practices? Answered in chapter 5 sections 5.3, 5.4, 5.5, 5.6, 5.7, 5.8.

This question is further divided into sub research questions (SRQ).

SRQ 1:
To what extent do Ethiopian public organizations use technical assistance knowledge for their strategic planning and strategic leadership practices? Answered in chapter 5 sections 5.3 and 5.4.

SRQ 2:
What is the working relationship and understanding of public organizations, development consultants, and development aid agencies towards knowledge utilization? Answered in chapter 5 sections 5.5 and 5.6.

SRQ 3:
What are strategic opportunities and challenges in development aid technical assistance knowledge utilization by the Ethiopian public organizations? Answered in chapter 5 sections 5.7 and 5.8.

1.3 Objectives

The following objectives are attained in chapter 4 and chapter 5.

Objective 1: To analyse public organizations use of technical assistance knowledge for strategic planning and strategic leadership practices.

Objective 2: To explore public organizations, development consultants, and development aid agencies partnership in knowledge utilization.

Objective 3: To identify strategic opportunities and challenges related to public organizations TA knowledge utilization.
1.4 Propositions

The main aim/goal of this research is to conceptualize and contribute the understanding of knowledge utilization of Ethiopia public organizations that gained from development aid technical assistance through development consultants for the use of strategic planning and strategic leadership practices.

The intentions are:-

- **To understand the extent at which Ethiopia public organizations use technical assistance knowledge for their strategic planning and strategic leadership practices.**

  The study assessed the extent at which public organizations use technical assistance knowledge for their strategic planning and strategic leadership practices. Emphasis is given for participation in strategic planning, knowledge application, understanding on strategic management and strategic leadership, perception of knowledge use, major weaknesses and strengths, and major opportunities and threats of the use of such knowledge.

- **To understand the extent at which development consultants consider that the knowledge gained from the technical assistance is utilized by public organizations for strategic planning and strategic leadership practices.**

  The study assessed the extent at which development consultants consider that the knowledge gained from the technical assistance is utilized by public organizations for strategic planning and strategic leadership practices. Emphasis is given for the understanding and perception of consultants in the use of such knowledge by public organizations including the use of the knowledge in strategic planning, knowledge application, understanding on strategic management and strategic leadership, major weaknesses and strengths, and major opportunities and threats of the use of such knowledge.

- **To understand the extent at which development aid agencies consider that the knowledge gained from the technical assistance is utilized by public organizations for strategic planning and strategic leadership practices.**

  The study assessed the extent at which development aid agencies consider that the knowledge gained from the technical assistance is utilized by public organizations for strategic planning and strategic leadership practices. Emphasis is given for the understanding and perception of development aid agencies policy and practice perspective in the use of such knowledge by
public organizations including the use of the knowledge in strategic planning, knowledge application, understanding on strategic management and strategic leadership, major weaknesses and strengths, and major opportunities and threats of the use of such knowledge.

- **To understand the working relationships and partnership of public organizations, development consultants, and development aid agencies in knowledge utilization.**

  The study investigated the working relationships and partnership of public organizations, development consultants, and development aid agencies in knowledge utilization for strategic planning and strategic leadership practices. Emphasis is given for clarity of the partnership, how far the partnership is need based, how far the partnership is building capacity from the perspective of knowledge utilization, etc.

- **To establish the degree of perception of working relationships and partnership of the three groups (public organizations, development consultants, development aid agencies) in knowledge utilization.**

  The study described the degree of perception of working relationships and partnership of the three groups (public organizations, development consultants, and development aid agencies) in knowledge utilization. Emphasis is given for happiness about the partnership and possible explanations.

- **To understand the extent at which public organizations, development consultants, and development aid agencies consider that knowledge is utilized for strategic planning and strategic leadership practices by public organizations is effective, efficient, and sustainable.**

  The study assessed public organizations, development consultants, and development aid agencies understanding on effective, efficient, and sustainable knowledge utilization for strategic planning and strategic leadership practices by Ethiopian public organizations.

- **To identify strategic opportunities available to Ethiopian public organizations in order to utilize knowledge effectively, efficiently, and sustainably.**

  The study identified strategic opportunities to utilize knowledge effectively, efficiently, and sustainably. All the study groups are required to list some of these opportunities.

- **To identify strategic challenges faced by Ethiopian public organisations in order to utilize knowledge effectively, efficiently, and sustainably.**
The study identified strategic challenges in order to utilize knowledge effectively, efficiently, and sustainably. All the study groups are required to list some of these challenges.

**The Research Propositions (RProp):**

The following research propositions are proved.

**RProp 1:** Most public organizations use technical assistance knowledge for their strategic planning and strategic leadership practices. But, the participation in strategic planning, knowledge use, understanding on strategic management and strategic leadership, strategic benefit of knowledge use is not conceptually well understood and the practice is not systemic. **Proved in Chapter 5 section 5.4**

**RProp 2:** The working relationships and understanding of public organizations, development consultants, and development aid agencies towards knowledge utilization for strategic planning and strategic leadership is not clear. This is in relation to clarity of partnership from knowledge utilization for strategic planning and strategic leadership perspective: how far the partnership is need based, how far the partnership is building capacity, happiness about the partnership and possible explanations of effective, efficient, and sustainable knowledge utilization for strategic planning and strategic leadership practices by Ethiopia public organizations. **Proved in Chapter 5 section 5.6**

**RProp 3:** There are strategic opportunities and challenges in development aid technical assistance knowledge utilization by the Ethiopian public organizations. And these opportunities and challenges are mainly related to effective, efficient, and sustainable utilization of knowledge. **Proved in Chapter 5 section 5.8**

1. **5 Methodology**

The purpose of the study is to **explore** knowledge utilization of Ethiopia public organizations, gained from development aid technical assistance through development consultants, for the use of strategic planning and strategic leadership practices.

To address this purpose qualitative approach is proposed. When little information exists on a topic, when variables are unknown, when a relevant theory base is inadequate or missing, a qualitative study can help define what is important - that is, what needs to be studied (Leedy and Ormrod, 2014: 141). Exploratory design using case study method is proposed. Exploration design is good when the problem is not fully known (Cooper and Schindler, 2014). Case study allows
investigators to focus on a "case" and retain a holistic and real-world perspective such as organizational and managerial processes, helps to answer how and why questions (Yin, 2014). Case study can give different perspectives of the same situation or process to permit depth perspective (Cooper and Schindler, 2014: 166).

Non-probability judgemental, purposive, and convenience sampling techniques are used. Non-probability sampling is good to discover the range of extent of conditions, which is related to exploration (Cooper and Schindler, 2014). Purposive judgemental sampling is good when used in early stages of an exploratory study; when one wishes to select a biased group for screening purposes (Cooper and Schindler, 2014: 359).

Literature survey is conducted. The focus of literature survey is basically from published articles. In addition, survey is undertaken from books, official reports, and available information from internet sources. Besides, Ethiopia public organization official five years strategic plans and other related documents are reviewed. Primary data is collected using semi structured interview guide and structured interview questions. The guide and structured interview questions used for individual in-depth interview and focus group discussions. Study groups include managers and experts from each group of public organizations, development aid agencies, and development consultants. In addition, academicians/specialists who have good knowledge in the study topic are part the interview and focus group discussions. Observation of respondents feeling and emotions during interviewing is another primary data source.

Leedy and Ormrod (2014) qualitative data analysis in a case study is followed. The case study analysis is supported by content analysis and some descriptive quantitative analysis (percentage, median, mean)

Data validity and reliability, generalizability, credibility, dependability, conformability, transferability, and authenticity are maintained.

1.6 Chapters Outline

Chapter 1. General introduction. Introduction, problem statement, objectives, research questions, propositions, and research ethics are presented.

Chapter 2. Theory and practice of knowledge utilization. The following topics are reviewed: current theory and practice of knowledge and knowledge management; knowledge utilization for strategic planning and strategic leadership practices in public organizations; development aid technical assistance in relation to knowledge utilization in public organizations; development
consulting in relation to knowledge utilization in public organizations; development aid technical assistance; capacity building/capacity development; development aid projects and programs; effective, efficient, and sustainable use of knowledge; public organizations, development consultants, and development aid agencies partnership in knowledge utilization; and opportunities and challenges in the use of knowledge utilization in public organizations.

Chapter 3. Research methodology. The research methods adopted, as well as the research scope, delimitations, assumptions, limitations, and research contributions, and research ethics are outlined.

Chapter 4. Research findings are presented.

Chapter 5. Research findings are synthesized and analysed, concluding remarks based on the finding are provided, research questions are answered, propositions are proved, and objectives are attained.

Chapter 6. Conclusions, recommendations, and recommendations for further studies are provided.

1.7 Research Ethics

The rights and safety of research participants are protected. No one is forced or tricked to participate in the survey unwillingly, and participants were free to pull out at any time during the study. Privacy is observed. There is no physical or emotional harm. Results are reported fully and honestly. Research Ethics in Research (UNISA SBL, 2015a) is followed. MBL Research Ethics involving Humans (UNISA SBL, 2015b), UNISA Policy on Research Ethics (UNISA, 2012), The MBL Research Report MBLREPP Module Overview (Henning, 2016) are followed. Ethics application 'No data collection is allowed without an Ethics Clearance Certificate' (Henning, 2016: 15) is also followed. 'Turn-it-in reports' (Henning, 2016: 15) is applied. The necessary and maximum care for plagiarism is taken. To understand the science of business ethics, Buchholtz and Carroll’s (2012) work is used as a general guide. Behaved and acted accordingly. Integrity is most important ingredient and guiding principle.
CHAPTER TWO
THEORY AND PRACTICE OF KNOWLEDGE UTILIZATION

2.1. Introduction
Chapter one has provided the background for this research study. The main aim/goal of this research was to conceptualize and contribute the understanding of knowledge utilization of Ethiopia public organizations that gained from development aid (DA) TA through development consultants for the use of strategic planning and strategic leadership practices.

This chapter provides theory and practice of knowledge utilization. The first part of the chapter focuses on current practice of KM in general and in particular knowledge utilization. The second part focuses on theoretical framework (the role of knowledge in an organizational context). The third part of the chapter focuses on knowledge utilization practice in Ethiopia context. Finally, the last part of the chapter provides conclusion.

2.2. Practices of Knowledge Utilization
This part of the chapter focuses on practices of knowledge utilization. These include, KM, KM for strategic management and strategic leadership in public organizations, KM collaboration and partnership, knowledge utilization, DA TA, DA TA projects and programs, development consulting, CD, effective, efficient, and sustainable use of knowledge, and strategic opportunities and challenges

2.2.1 Knowledge Management
Before discussing KM practices, it is important to explain related concepts and constructs of knowledge and KM. These include data, information, knowledge, organizational knowledge, wisdom, knowledge source, classification of knowledge, principles of knowledge, management, etc. These are described below.

Data is a set of particular objective facts about an event or simply structured records of a transaction (Tiwana, 2002). Data is a flow of events or transactions captured by an organization's systems that by itself is useful for transacting but little else (Laudon and Laudon, 2014). Data are facts and events (Jasimuddin, 2012: 21). On the other hand, according to Tiwana (2002), information gives facts, clear crisp, structured, and simplistic, easily expressed in written form, handled well by information system, evolve from data, formalize in databases, can easily be
packaged into reusable form, more devoid and owner dependence. Information is processed data (Jasimuddin, 2012: 21)

According to Tiwana (2002), data and information are essential. According to him, it is the knowledge that can be applied, experience that comes into context, and skills that are used at that moment that makes the difference between a good decision and a bad decision. He explains knowledge further that 'at first we had too little data. We asked for more and we got it. Now we have more than we want. Data lead to information, but what we were looking for in the first place was knowledge'. Tiwana (2002) further describes that knowledge is actionable information. Actionable refers to the notion of relevant and being available in the right context, and in the right way so that anyone (not just the producer) can bring it to bear on decisions being made every minute' (Tiwana, 2002: 37). On the other hand, Hislop (2013: 4) describes knowledge that 'theoretical knowledge represents abstract knowledge and principles, which can be codified or at least embedded in systems and frameworks for action'.

According to MaÊrtensson (2000: 214), knowledge is always positive and good. Within the framework of knowledge based theory, it is claimed that the only resource that provides an organisation with sustainable competitive advantages is knowledge (MaÊrtensson, 2000). MaÊrtensson (2000) highlight further that knowledge as such will not have much value for the organisation in building its competitive advantages since only relevant knowledge can function in such a capacity.

Tzortzaki and Mihiotis (2014: 29 - 32) explain the term knowledge as situational very much fluid notion. Knowledge represents organizational capital; and KM’s key goal is the collection and creation of knowledge, and how this is put into action at strategic rather than at functional and operational level (Tzortzaki and Mihiotis, 2014: 29 - 32).

While discussing knowledge, it is important to discuss what does mean organizational knowledge. According to (Tiwana, 2002), organizational knowledge in the business context is nothing but actionable information. Whereas, Jasimuddin (2012: 21) considers organizational knowledge as interpreted organizational information that actually helps people to take purposeful actions and make decisions.

In relation to knowledge, wisdom is another important construct that needs some explanation. According to Laudon and Laudon (2014), wisdom is the collective and individual experience of applying knowledge to the solution of problems. They state that wisdom involves where, when, and how to apply knowledge. Mruthyunjaya (2011: 41) considers wisdom that the ability one
would have acquired to appropriately interpreted data; or an observation with specific reference to
the context of data generation; and observations based on the knowledge governing the process.

Knowledge source is another important construct that needs description. According to Tiwana
(2002: 49) knowledge sources include i/ employee knowledge, skills, and competencies. ii/
experiential knowledge (both at individual and group level). iii/ team based collaborative skills.
These include informal shared knowledge, values, norms, beliefs, task-based knowledge, physical
systems, human capital, knowledge embedded in external; structures, customer capital, experiences of the employee, customer relationship management.

Another important construct that needs discussion is knowledge classification. According to
Tiwana (2002: 44), knowledge can be classified into four dimensions. These dimensions are i/
Type (i.e., technological knowledge, business knowledge or environmental knowledge). ii/ Focus
(operational knowledge or strategic knowledge). iii/ Complexity (explicit knowledge or tacit
knowledge). iv/ Perishability over time (low perishable knowledge or high perishable knowledge).
These classifications are depicted below.

Figure 2.1 Classification of Knowledge

<table>
<thead>
<tr>
<th>Type</th>
<th>Technological, Business, and Environmental</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus</td>
<td>Operational, Strategic</td>
</tr>
<tr>
<td>Complexity</td>
<td>Explicit, Tacit</td>
</tr>
<tr>
<td>Perishability</td>
<td>Low, High</td>
</tr>
</tbody>
</table>

A map of some key facts of knowledge (Tiwana, 2002: 44)

On the other hand, Hislop (2013) states that some writers classify knowledge that reside in
individual and group. Some knowledge does reside within individuals (Hislop, 2013). However,
some knowledge can also reside in social groups in the form of shared work practices and
routines, and shared assumptions or perspectives (Hislop, 2013).

Nevertheless, in most KM literature there are two broad categories of knowledge. According to
Laudon and Laudon (2014), knowledge documented called explicit knowledge. In agreement with
this, according to (Tiwana, 2002: 45), explicit knowledge can be codified and transmitted in a
systemic and formal language: documents, databases, webs, e-mails, charts etc. Grant (2013: 236) has similar view that explicit knowledge comprises facts, theories, and sets of instructions, which can be communicated. Once created it can be replicated, and has characteristics of public good, as it can be disseminated easily using internet and digital technologies (Grant, 2013).

Whereas, according to Tiwana (2002: 45), tacit knowledge is personal, context-specific knowledge that is difficult to formalize, record, or articulate; it is stored in the heads of people. He further states that tacit knowledge consists of varies, assumptions, such as intuition, experience, ground truth, judgement, values, assumptions, beliefs, and intelligence. According to him, tacit knowledge is mainly developed through a process of trial and error encountered in practice. On the other hand, according to Laudon and Laudon (2014), tacit knowledge is knowledge that residing in the minds of employees and that has not been documented. In agreement with this, according to Grant (2013: 236 - 237), tacit knowledge - know how is tacit in nature; it involves skills that are expressed through implicit way, cannot be directly articulated or codified. He further describes, tacit knowledge can only be observed through its application and acquired through practice. According to him, its transfer between people is slow, costly, and uncertain, and associated with skills that have been acquired through intuition and learning- by-doing'. He further highlights that to build organizational capability, it is essential that individual know-how could be shared within the organization.

Knowledge discussed in the previous paragraphs, to discuss KM it is important to point out what management is. Burnes (2014: 615) describes management as the process of planning, organizing, and controlling resources and people in order to produce goods or provide services. On the other hand, according to Hislop (2013: 50), management as a term noun refers to a group of people who have responsibility for managing people and other organisational resources.

According to Anduvare (2015: 5), research on KM came into being in the early 1990s. Information explosion of the late twentieth and early twenty-first century revolutionized KM (Anduvare, 2015: 5). Mbhalati (2013: 143) also states that KM is important as it linked to productivity improvement initiatives. According to Maërtensson (2000: 204) over the past several years there have been intensive discussions about the importance of KM within society. The management of knowledge is promoted as an important and necessary factor for organisational survival and maintenance of competitive strength (Maërtensson, 2000). To remain at the forefront organisations need a good capacity to retain, develop, organise, and utilise their employees' capabilities (Maërtensson, 2000). 'Knowledge and the management of knowledge appear to be regarded as increasingly important features for organisational survival (Maërtensson, 2000: 204).
Tiwana (2002: 371) considers KM as management of organizational knowledge for creating business value and generating a competitive advantage. On the other hand, Jasimuddin, (2012) considers KM as the management of organisational knowledge available both within and outside an organization. In relation to this, according to Maërtensson (2000), the management of knowledge is promoted as an important and necessary factor for organisational survival and maintenance of competitive strength. To remain at the forefront, organisations need a good capacity to retain, develop, organise, and utilise their employees' capabilities (Maërtensson, 2000). Maërtensson (2000) further discusses that knowledge and the management of knowledge appear to be regarded as increasingly important features for organisational survival.

According to Laudon and Laudon (2014), KM refers to the set of business processes developed in an organization to create, store, transfer, and apply knowledge. They describe KM further that effective KM is 80 percent managerial and organizational, and 20 percent technology. For Grant (2013: 236), 'KM is less concerned with data and more on organizational learning (lessons learned) from ongoing activities. For him, strategic planning can be regarded as a KM activity. He emphasize that KM increases the ability of the organization to learn from its environment and to incorporate knowledge into business processes.

According to Tzortzaki and Mihiotis (2014: 32), KM’s key goal is the collection and creation of knowledge and on how this is put into action at a strategic rather than at a functional, operational level. They further discuss that the role of KM is to nurture, leverage, and motivate people to improve and share their capacity to act. They emphasize, by managing knowledge, organizations can first and most importantly enhance their continuity and profitability. According to them, organizations can improve on efficiency, which has a positive impact on their market position as they operate more intelligently on the market. 'As far as human capital is concerned, through managing, knowledge organizations can improve on communication and synergy between key employees such as knowledge workers and ensure their retention' (Tzortzaki and Mihiotis, 2014: 39). They highlight further that KM can help organizations focus on the core business and on critical company knowledge, an ability much needed nowadays.

On the other hand, Grant (2013) considers that KM is about people-to-people modes of knowledge transfer. For him, KM is more about insight that has knowledge - based view given to organizational performance and the role of management. While saying this, he forwards the need to be conscious enough about KM and related strategy analysis issues. Grant (2013: 428) states that the concept and the degree of benefit of KM is not fully convincing yet. According to him,
many of the features of today's business environment are extensions of well-established trends rather than fundamental discontinuities. Indeed, it has typically been radically new management concepts and ideas that have been found wanting: the dawning of the "new economy", the new era of "virtual corporations", the revolutionary potential of "KM", and the coordination benefits of the "networked organizations" have all failed to convince' (Grant, 2013: 428). As a result, rigorous applications of the tools of strategy analysis still relevant (Grant, 2013). But one can believe that the two (KM and tools of strategy analysis) are complementary.

Another important construct in relation to KM is KM for development (KM4D). According to Cummings, Regeer, Ho & Zweekhorst (2013: 30) transdisciplinary research is based on the understanding that scientific knowledge alone cannot resolve persistent and wicked problems. They emphasize the role of socially robust knowledge and experiential knowledge. They state the theoretical grounding can add new perspectives to the practice of KM4D. According to them, the emphasis of transdisciplinary research on the breaking of boundaries is of interest to KM4D: the breaking of boundaries between science and society, between research and problem solving, and between knowledge production and implementation.

Another important construct to discuss in relation to KM is KM principles. According to Mruthyunjaya (2011: 21 - 31), in order to be effective in KM, knowledge executives need to follow the ten KM principles. These are:

a/ All activities should be planned for execution only after understanding the knowledge that governs it.

b/ Execution of activities should never be planned and carried out with only part understanding of the knowledge that governs them

c/ Knowledge generated and/or acquired for the purpose of planning and execution of activities should be completed in all aspects, double checked and ensured for its sufficiently and adequately for intended purposes. If need be, it should be suitably supplemented with additional knowledge to ensure that the planned activities always yield desired results

d/ Knowledge generated and/or acquired for the purpose of planning and execution of activities should be updated and supplemented as and when additional knowledge becomes available and whenever the result of the situation necessitates the same

e/ Additional knowledge could always help corporate in further fine-tuning their activities so that they become more productive and useful
f/ The technology under consideration cannot yield its best and one has to keep compromising on results till identified knowledge gap in appropriately field

g/ Consider situations, should be carried out in the right way

h/ there is probability of failure and success. Understand the causes for failure as much as the causes for success and use that knowledge to prevent failures.

i/ The time taken to locate, identify and correct a mistake committed during execution of any activity is much more than the time it needed to commit a mistake in haste that is typical if unplanned actions.

j/ KM practices should always go hand-in-hand with general management practices. In isolation, KM cannot be put to action.

In addition, there are other constructs associated with KM including learning organizations, organizational learning, unlearn, organizational culture, organizational politics etc.

In discussing learning organization, Jasimuddin (2012: 215) explains that organization needs to learn quickly while it works so that it can adopt quickly to make changes to adjust with the external environment. According to Jasimuddin (2012: 214), in the 21st century management, the notion of learning organization is increasingly relevant. A learning organization needs effectively manage the knowledge that it creates; so as to continue learning (Jasimuddin 2012: 214).

Jasimuddin (2012: 233) discusses that though the relationship between KM and organizational learning is complex; both fields have a similar impact on performance in that they both contribute to organizational performance. 'Organizational learning describes the process of collective, as opposed to individual, learning in an organization. Its aim is to improve the performance of the organization by involving everyone in collecting, studying, learning from and acting on information. However, learning has been increasingly defined in terms of knowledge processes' (Jasimuddin, 2012: 233). He identifies the properties of organizational learning that characterize the organizational learning process. These are i/ learning is a transformation activity ii/ learning is cumulative iii/ learning is a process iv/ learning is a system - level process. For Burnes (2014: 617) organizational learning is a process which encompasses both cognitive and behavioural change. He further states that the individuals and groups learn by understanding, and then by acting and interpreting.

To discuss unlearn situation, Hislop (2013: 131 -132) discusses that the ability to unlearn is a capability that is extremely useful for organizations to possess. According to him, there are
reasons that people unwilling to unlearn. These include the amount of stress and anxiety people experience, to the nature of people's job roles. He further discusses that organizations should have methods in order to improve their ability to learn. To create a new knowledge one need to drop the existing knowledge - through unlearning (Hislop, 2013). In support of this, Leal-Rodríguez, Eldridge & Roldán (2015: 807) discuss that 'managers should promote an unlearning context to increase organizational innovativeness. To effectively compete in this knowledge-intensive sector, firms should implement unlearning strategies that may help to forget old routines, obsolete habits, and barriers to innovation'.

In relation to unlearn business marketing, Wensley and Navarro (2015: 1563) study reveal that knowledge creation, assimilation, and structure for organizations' success in the long term require administrators and organizations to develop and implement the so-called unlearning context. They further state that when the loss or degradation of well-established marketing knowledge occurs in an organization, new knowledge and knowledge structures should replace this knowledge. Otherwise, individuals will experience fear, pressure, and uncertainty because of being unable to rely on no longer available documents, techniques, or people, which might be an obstacle for the innovation process (Wensley and Navarro, 2015). Though this study is from marketing perspective, it gives an idea to understand unlearning of knowledge.

Another important construct to mention worth in relation to KM is organizational culture. According to Burnes (2014: 616), organizational culture is the collection of basic assumptions, values, norms and artefacts that are shared and have influence the behaviour of an organization's members. Hislop (2013: 247) states that 'the culture of an organization is an important factor shaping the attitudes of workers to KM initiatives, and the extent to which they are prepared to use and share their knowledge. In general terms, cultures of adhocracy are found to facilitate KM, whereas bureaucratic or hierarchical cultures were generally found to inhibit KM activities'.

Organizational politics is another important construct in relation to KM. Hislop (2013: 199) states that to analyse and to effectively understand the full dynamics of organizational knowledge processes, power must be accounted for. According to him, conflict shapes organizational knowledge processes, and the role that power and politics play in shaping them. He further states that as power and knowledge are inseparable and mutually constituted, power has to be accounted in KM processes.

In discussion about KM with above concepts and constructs, there are also other concepts and constructs related to KM that discussed in varies articles and books; and based on this study.
Together, including KM, the researcher suggests to call them KM Framework and Environment (KMFE). These include i/ KM policy, KM strategy, KM legal framework, KM Systems (KMS), KM guidelines and manuals, KM tools, and KM projects. ii/ KM4D iii/ Knowledge network and knowledge culture. iv/ Knowledge worker, chief knowledge officer (CKO), knowledgeable CEO, chief information officers (CIO). v/ Information communication technology (ICT). vi/ The enterprise systems, decision support systems, managerial support systems, business intelligence, artificial intelligence. vii/ Organizational economy, organizational culture, organizational politics, and organizational structure. viii/ Performance management, talent management, and human resource management. viii/ Organizational learning and organizational unlearning, etc. The researcher suggest to identify the relations, similarities, and differences in analysis of KM and knowledge utilization/applications/use. So that studies able to focus and be result oriented.

This research focus is on KM in general and knowledge utilization in particular. In the above sections, concepts and constructs of KM were described. Under the following sections, KM and knowledge utilization in relation to the study topic and sub topics are presented with some examples of empirical evidences.

2.2.2 KM for strategic management and strategic leadership in public organizations

In the previous section, KM concepts and constructs were clarified. In this section, KM role for strategic management and strategic leadership in public organizations is presented.

Under the following few paragraphs concepts and constructs of strategic management are elaborated.

Burnes (2014: 620) states that strategic management often used as a generic term to describe the process by which management identify and implement their organization's strategy. According to him, strategy management techniques and tools use both quantitative and qualitative approaches. According to Gant (2013), strategy is about effective management; achieving success for long term goals of individuals or organizations, gives clear direction, helps for quality decision making, facilitates coordination. He further states that strategy helps us to have competitive advantage; a firm possesses a competitive advantage over its direct competitors when it earns (or has the potential to earn) persistently higher rate of profit. According to him, strategy is linked to action and performance and the primary value is in creating a mechanism for linking strategy to a system of implementation. On the other hand, according to Burnes (2014), strategy is a plan of action that stating how an organization will achieve its long-term objectives. According to Sushi (2015),
strategy drives the long-term direction of an organization, and the strategy execution process converts strategic objectives into results.

Most non-profit organizations compete for funding (Grant, 2013). State capitalism is growing interest in alternative forms of business enterprises (Grant, 2013). In contemporary thinking, the critical focus of top management should not be profits rather strategic factors that drive profits including operational efficiency, customer satisfaction, innovation, and new product development (Grant, 2013). Most strategy implementation (strategic management part) issues also apply for not-for-profit organizations (Grant, 2013). Grant (2013) emphasize that strategic management meant top-down, long-range planning. Strategy implementation works for both business corporations and non-for-profit organizations (Grant, 2013). Strategic internal and external analysis and industry analysis are readily applicable to not-for profits: with some adoption for those operate in competitive and non-competitive environments (Grant, 2013).

On the other hand, Brown, DeHayes, Hoffer, Martin & Perkins (2015) state that the strategic planning part of strategic management, process of not-for-profits needs to be designed so that mission, goals, resource allocation, and performance targets are closely aligned. According to them, the aim of any strategic planning is to produce the needed results and to achieve organizational vision.

In parallel with the business plan, according to Brown et al (2015), organizations need a strategic information system plan that contains a set of long-term objectives. They state that such plan defines the path to be taken and the information vision and information technology architecture. One can believe that information system plan should be also align with organizations KM strategy. In discussing organization strategy it should be knowledge and wisdom should come first as data and information are an input and/or a process for knowledge. This is because organizations cannot use information directly for strategy, as it is not actionable unless converted to knowledge in wisdom spirit.

In relation to strategy, the concept of dynamic capabilities reflects innovative economy - entrepreneurship that creates added value and helps build competitive advantage (Krzakiewicz, 2013: 1). Dynamic capabilities focus on the firm's ability to use internal and external competencies to address the rapidly changing environment that requires changes by creating multiple capabilities (Teece, Pisano, Shuen, 1997). According to Nicolai, Jacon & Zahara (2013) external source of knowledge help to create strategic opportunities that firms can exploit and thereby gain competitive advantages. As discussed above organizations should act in dynamic
way by understanding their environment. Having organizational resource/asset (including knowledge) is not enough. They should have capability that can convert resources into wise use.

These days strategy is not necessary top down process. Despite the organization strategic leadership leading the process, idea can flow from top down, bottom up, vertical, horizontal, and in matrix form. Idea can flow from corporate head quarters, business, functional, and operational levels. Idea can flow from leaders, managers, and experts by understanding the internal and external environment of the company. Strategy is also based on planned, emergent, emergence, and complex actions that demand systemic approach. It demands also change management frameworks and executive project management principles (EPM), and active and proactive thinking.

But, yes, leading this, at least, putting good foundation of culture so that everyone can play well. Be knowledgeable, committed while flexible under his/her potential is the role of strategic leadership of organizations. Otherwise, organizations cannot be lead and cannot apply their full potential only based on the old top down strategic planning approach. It does not fit well for the contemporary chaos world and the future fast but dynamic world. What organizations should do is having live strategy that encourages entrepreneurship and innovation while fulfilling commitments. Doing this is a bit complex but this is how the contemporary world is behaving and heading. Under the following paragraphs leadership related concepts and constructs are described.

Leadership is the process of influencing others and getting mutual understanding to accomplish shared objectives (Yukl, 2013). Leadership is the process of establishing goals and motivating others to pursue and achieve these goals (Burnes, 2014: 615). Yukl (2013) states, strategic leadership focus on how executives can transform their organizations strategically. According to him, this is possible by learning and applying adoptive changes in relation to dynamic local and international circumstances. Yukl (2013) further discusses, new KM program can be successful by encouraging employees to input relevant information and use the system in appropriate ways. This can be considered as a core competence for leaders (Barney, 1991). Core competencies are the knowledge and capability to carry out a particular type of activity (Barney, 1991).

Norzailan, et al. (2016: 66) state, strategic leadership is different from the general notion of leadership that is more concerned with the leadership of direct subordinates and work groups. They state that strategic leadership competencies involve issues commonly addressed by a firm’s top management team. According to them, while the basic skills of leading people are still important, it is not sufficient for strategic leadership; leading at the strategic level requires leaders
who have a bird’s eye view of the firm and a good understanding of the external environment. They further discuss that strategic leaders have to read the external environment and the internal capabilities of their firm. According to them, depending on the strategic positioning of their firm, strategic leadership may need to decide how to shape the external environment or how to respond to changes in the environment. They state further that organizations need to manage the response to the changes in the environment effectively.

For a strategic leader, one of the most difficult things to do is to change the mindset - changing how one think on a daily basis (Begum, 2014). According to Krupp and Paul (2013), a strategy leader needs six essential skills. These are anticipate, challenge, interpret, decide, align, and learn. Norzailan, Yusof & Othman (2016) states that strategic leaders need to have a certain personality predisposition and develop three key competencies to be effective in their role. These competencies are strategic thinking, managing politics, and change management. They discuss that i/ Strategic thinking considers systems perspective, intent focused, thinking in time, hypothesis-driven and intelligent opportunism. ii/ Change Management considers deliberate practice, reflective learning and experience density. iii/ Managing politics considers developing strategic leadership competency is a distinct area of leadership development.

Under the following sections, empirical evidences of KM for strategic management and strategic leadership are discussed. In addition, how far KM is applicable in public organizations in the context of strategic management and strategic leadership is discussed.

Kerlinová and Tomášková (2014) study result shows that managers of public administration (PA) organizations in the Czech Republic has positive attitude to strategy and strategic management. According to them, although many PA organizations in the Czech Republic have elaborated strategic plan, only a few of them implement it. They state further that public organizations think strategic management as important instrument for decision process. Dumay (2014: 66) discusses that the importance and how strategic management can be developed in a public sector organization to help visualize its public value.

KM plays strategic role. Khan (2009: 139) discusses that private sector lays a strong emphasis on acquiring knowledge, because in today’s world, it is knowledge that is the primary source of sustained profitability. According to Khan (2009), public sector organizations also need to be learning organizations like private sector. According to Grange (2006: 32), ‘the role of KM is improving productivity, efficiency, and effectiveness have already been clearly indicated in the private sector and on the other hand, the knowledge economy is a growing reality that needs to be taken into account to ensure economic development and national prosperity’. Such role of KM or
KM applicability is also for public organizations. Grange (2006) states, government to deliver on its mandate, it has to ensure both the continued economic viability of the country and to govern responsibly by ensuring and effectiveness of PA.

Despite KM plays strategic role, there is lack of attention. Massaro, Dumay & Garlatti based (2015) study structured literature review on public sector KM. They conclude that public sector KM is a research area of growing importance but currently there is low level of international cooperation. According to them, the public sector researches are fragmented. They state that research focus is also mainly on education and research and researchers focus on what they know. According to them, researchers look for easier paths may be due to fund availability. They recommend working together with practitioners that should help to fill the gap. Nevertheless, they also recommend that public sector practitioners should not apply private sector KM tools and models directly as those tools would be counterproductive. PA should not replicate some private sector tools and techniques. But it is clear that KM has strategic role in PA. It is relevancy is increasingly recognized and developing despite lack of enough attention.

Richards and Duxbury (2014) state, the public-sector KM literature addresses the storage, dissemination, and use of knowledge to improve organizational effectiveness. However, they further state that the organizational factors that motivate the acquisition and use of knowledge have received less attention.

Taking European Union (EU) as an example, Bučková (2015: 390) states that 'the need for the introduction of KM in the PA is the result of not only the pressure of EU, as well as current global trends and constantly growing demands of citizens on the quantity and quality of information'. According to Bučková (2015), KM has emerged as one of the most important area in management practices and it is established as a basic resource for profit and non-profit firms and economies. Any organization that wishes to acquire sustainable competitive advantages must make the most of all the knowledge it possesses and put it to good use (Bučková, 2015).

According to Bučková (2015), KM aims to eliminate ineffective habits and practices of each individual and thus the organization as a whole. Bučková (2015: 395) discusses that there is increasing demands on the quality of action and decision-making. As a result it is essential that the employees of PA continuously educated, acquiring more knowledge and skills (Bučková, 2015). These help to improve employee performance and to improve employee relationship with citizens (Bučková, 2015). The introduction of KM in PA helps to implement the entire complex changes, to understand processes and principles of KM, to introduce new knowledge, and to identify and implement a series of changes in the organization of work (Bučková, 2015). This is an evidence
that how KM is important for public organizations. The same would apply for countries like Ethiopia. Even, should not be considered as exaggeration, if one say, it is more important for a country like Ethiopia where government/public sector plays huge role in the overall economy.

In the study of interactions among factors influencing knowledge management in public-sector organizations, Pee and Kankanhalli (2016: 188) state that in PA KM is increasingly advocated for improving novelty and agility in policy development and service delivery. According to them, data collected from 101 public organizations indicate that senior management championship, social capital, and employees' job expertise enhance the effectiveness of physical KM resources. Among them, senior management championship has the strongest enhancing effect. They conclude that developing a strong KM capability improves organizational effectiveness. Pee and Kankanhalli (2016: 197) further discuss that KM is also well suited to tackle some challenges of PA. According to them, KM can help to tackle human capital loss that would arise from employee turnover and increased knowledge stock. They further discuss that the need to manage knowledge in a better way is likely to intensify; this is because public organizations increasingly seek to engage citizens and businesses in co-creating public policies.

From the above empirical evidences one can learn that how KM is related to strategic management and strategic leadership in public organizations. KM is critically important for public organizations effectiveness and efficiency As a result, KM can play strategic role in public organizations. Thus, knowing knowledge utilization in Ethiopia public organizations has paramount importance; and is based on scientific evidences. In this research context, KM and knowledge utilizations for strategic management and strategic leadership depends on collaboration and partnership. This is presented in the following section.

2.2.3 KM and knowledge use collaboration and partnership

According to International Business Forum (2015), the third international conference on financing for development was held in July 2015, Addis Ababa, Ethiopia. It declares that projects should meet social and environmental standards. It further declares that to build capacity, there is a need of public-private partnerships. These include planning and to build open and transparent discussion when developing and adopting guidelines and documentation, for the use of public-private partnerships (International Business Forum, 2015). It further declares, the need to build a knowledge base and share lessons learned through regional and global forums. It also declares that the International Business Forum provides a multi-stakeholder discussion where participants from the development and business communities were empowered to reach across traditional sectoral
boundaries. It embraces the urgent need for deeper cooperation, strategic dialogue and concrete action to accelerate capital flows and capacity for sustainable development. Through partnership, it offers promise and insight into how to achieve the Sustainable Development Goals (SDGs). To have successful international partnership, having good knowledge management and knowledge utilization is important. So that lessons learnt from partnership and cooperation can be scaled up and utilized properly by all development partners.

Hulsebosch, Turpin & Wagenaar (2009: 6) discuss that KM is so important for the development sector. They state that one reason is that development is fundamentally a knowledge industry; hence, knowledge exchange and mutual learning are crucial. Hulsebosch, et al (2009: 38) state that the need to assist managers, programme officers, evaluators, KM specialists and others in implementing KM strategies to make informed decisions. They discuss the impact of KM on the north-south relationship. According to them, KM requires a relationship based on trust and confidence, which are necessary for mutual learning. They also discuss that KM might also influence the relationship in a positive way. According to them, this is by working towards an atmosphere in which north and south are more equal and might share ideas, learning insights, and knowledge. Hulsebosch, et al (2009: 38) state that 'it seems like a ‘chicken and egg’ story, but it might be very valuable to understand more of these dynamics in order to improve our relationships towards mutual learning instead of donor-recipient'.

According to Laudon and Laudon (2014), KM and collaboration are closely related; knowledge becomes useful and actionable when shared throughout the firm. They emphasize that KM has become an important theme in many large business firms. They state that this is due to managers realization that much of their firm's value depends on the firm's ability to create and manage knowledge. Tzortzaki and Mihiotis (2014: 39) discuss that in modern times, managers increasingly find it more effective to stimulate subordinates: subordinates need voluntarily transfer their experiences and talent to the organization. They emphasize that management system should facilitate and monitor the process.

Caplan (1979) discusses, the greater problem arises from that scientific knowledge use in public policy is not fully realized because of the emphasis is only on the most practical aspects of its value. According to Caplan (1979), there is gap in linking researcher and the research system to the policy maker and the policy-making system. Caplan (1979) also discusses that social scientists and policy makers live in separate worlds with different and often conflicting values, different reward systems, and different languages. This shows the existing gap in understanding and giving
value for KM both from researchers and from policy makers. This also shows knowledge utilization collaboration and partnership challenge.

Miles, Miles, Perrone & Edvsinssoon (1998: 286) state that knowledge today occupies a much more central and pervasive role. They further state that the primary challenge of organization has always been the accumulation and application of knowledge to create economic value. However, knowledge utilization is a collaborative process, as knowledge-based approaches cannot succeed without effective collaboration (Miles, et al: 1998). According to them, three related issues are needed to deal with collaboration issues. These are conceptualizing knowledge as the central organizational asset, incorporating knowledge capital into the strategic management process, and designing organizations to facilitate knowledge utilization (Miles, et al., 1998).

Nowacki and Bachnik (2016: 2) state that 'employees serve as transmitters of knowledge; to enable free information sharing, it is also necessary to adopt the right organizational culture and structure'. They further discuss that KM processes and systems should be designed to leverage the expertise of the workforce. KM processes and systems should be also designed to add new value. These include by extract vital data, by making people collaborative on new information, and by processing information appropriately to the organizational needs (Nowacki and Bachnik, 2016). They further discuss that smart processes and systems may help recognize upcoming trends, anticipate possible scenarios, reduce uncertainty, gain new skills and allies, and streamline daily operations.

Chester and Krista (2016) state that the basic concepts of collaboration are not new in management literature. According to them, in most conventional thoughts, collaboration comes up with a significant value of collective co-work among groups of stakeholders who share with and learn from one another. They further discuss that these stakeholders exercise their expertise and work autonomously in their own work patterns. According to them, in socio-centric organizations, people must work collectively in an attempt to bring out some unimaginable breakthrough. Although organizations accentuate the individuals' achievements, the achievements have to align cohesively with one another (Chester and Krista, 2016).

Chester and Krista (2016) elaborate further that management encourages expert groups to search new knowledge and creative possibilities beyond their own intellectual limits. This is done while keeping those groups aware of a social work context within which the experts can learn and challenge each other empathetically (Chester and Krista, 2016). They further discuss that, due to this, the work context can benefit all levels of organizations holistically, not individually. According to them, management can therefore perceive collaboration as a sort of organization
learning and KM amalgamated with these thoughts of individualistic creativity and social interaction. In a sizable organization, a classification of collaboration contexts might follow the organization's demand levels for new knowledge (Chester and Krista, 2016).

From the above section it can be noted that KM and knowledge use collaboration and partnership is important both in the organization and inter organizations of different partners and stakeholders who have common interest in particular development or business agendas. Under the following section, knowledge utilization concepts, constructs, and empirical evidences are presented.

2.2.4 Knowledge utilization

Grant (1996) states that the emphasis upon the role of the individual as the primary actor in knowledge creation and the primary repository of knowledge is essential. He also discusses that developing organizational knowledge and clarifying the role of organizations in the creation and application of knowledge is highly essential. From this, one can learn that the role executives and other organizational personnel can play great role to have effective, efficient, and sustainable knowledge utilization.

Laudon and Laudon (2014: 453) emphasize the importance of systemic knowledge utilization. They state that 'regardless of what kind of KM system is involved, knowledge that is not shared and applied to the practical problems facing firms and managers does not add business value'. According to them, to provide a return on investment, organizational knowledge utilization must become systematic part of management decision making and should situated in systems for decision support. They further state that new knowledge must be built into a firm's business processes and key application systems. These include enterprise applications for managing key internal business processes and relationships with customers and suppliers. They further discuss that management should support this process during new business practices, new products and services, and new markets for the firm. Other authors supported such thinking as well. Jasimuddin (2012: 51) sates that 'exploration of knowledge is not the end game. It should be exploited. It is important to utilize the right knowledge in the right place at the right time, immediately after exploring it from the right source'.

Saint-Onge (1996) reveals the importance of knowing and utilizing tacit knowledge in organizations. Saint-Onge (1996) states that in an organization, tacit knowledge is made up of the collective mindsets of everyone in the organization. Saint-Onge (1996: 14) states that 'Tacit knowledge shapes the way the leaders of the organization perceive their industry and their firm's place within it. Tacit knowledge determines how the organization makes decisions and shapes the
collective behaviours of the members'. According to Saint-Onge (1996), in order to create value in intellectual capital, one must understand how knowledge is formed and how people and organizations learn to use knowledge wisely; and this is related to organizational culture.

Tung-Ching (2015) studies the role of organizational culture in the KM process and concludes that result oriented and job-oriented cultures have positive effects on employee intention in the KM process (creation, storage, transfer and application). Whereas, tightly controlled culture has negative effects (Tung-Ching, 2015). Al Saifi (2015) studies the impact of organisational culture on KM processes and their link with organisational performance. Based on the study, he finds that organisational structure levels (i.e. formalisation and centralisation) negatively influence knowledge creation, sharing, and application. He further states that a positive relationship between information technology and knowledge creation, sharing, and application. He also asserts that a positive relationship between creativity, problem solving and knowledge creation, sharing, and application. He also declares that employee’ perceptions towards the creation, sharing, and application of knowledge are suggested to have a positive relationship. His research finding also indicates that knowledge creation, sharing, and application impact organisational performance positively.

Green and Aitken (2006: 94) remarks that creating leadership culture for knowledge utilisation is important. According to him, complex issues around leadership and knowledge can be handled using a holistic and systemic approach. Delivering outputs and outcomes across a number of areas of key importance is necessary to the team or organisation (Green and Aitken, 2006).

In the study of the relationship between knowledge utilization and learning capability in a team, Shukla (n. d: 394) states that the knowledge utilization levels increase when learning capability is present. Shukla (n. d: 394) further discusses that 'the intra team learning is enabled strategically. Such teams would perform better by accomplishing their management defined goals if learning activities and their supporting learning platform are present simultaneously'.

Jayasingam, Ansari, Ramayah & Jantan (2013) study in Malaysia to provide empirical verifications to support the link between KM practices and performance outcomes for organizations responses. According to them, 180 knowledge-based organizations were analysed. Their study result indicates that knowledge acquisition and knowledge utilization positively influenced strategic and operational improvement in organizations.

But the challenge is how one knows if knowledge is utilized properly? Koskinen (2003) study evaluation of tacit knowledge utilization in work units and concludes that internal and external
factors affect the utilization of tacit knowledge in organization. According to him, internal factors are those which are either possessed or in a great part under the control of an individual. These include memory, communication, and motivational factors (Koskinen, 2003). Whereas the external factors are called situational systems; and they include leadership style and organizational culture (Koskinen, 2003). Koskinen (2003: 78) asserts that the amount and utilization of tacit knowledge in an organization cannot be measured in simple quantitative terms. He states that the amount of relevant experience, the opportunities for face-to-face interaction, and the willingness to acquire and share tacit knowledge depend on so many different factors. As a result, maturity of an organization for tacit knowledge utilization cannot be objectively determined/cannot be determined with scientific exactitude (Koskinen, 2003). The assessment of tacit knowledge and its utilization also depends on the observer's interpretation and is therefore subjective (Koskinen, 2003).

Teerajetgul and Chareonngam (2008: 164) did exploratory qualitative case study in Thai three construction projects on tacit knowledge utilization and they reveal that:

"The main findings particularly arise from the following four factors that were observed from on-site observations of work practice and interviews: flexible and adaptable thinking due to dynamic products and processes in the construction project; problem-solving and heuristics that facilitate a novelistic, recombination of knowledge; knowledge networks amongst individuals that support and transfer non-codified knowledge; and management conditions conducive to knowledge creation. These four factors are inherently embedded in Thai construction management practices for creativity and competitiveness."

In the study of what to do is not enough: turning knowledge into action, Pfeffer and Sutton (1999: 94) reveal eight guidelines for action in order to answer 'knowing-doing problem'. These are a/ why before how: philosophy is important. b/ knowing comes from doing and teaching others how c/ action counts more than elegant plans and concepts. d/ there is no doing without mistakes, what is the company's response. e/ fear fosters knowing-doing gaps, so drive out fear. f/ beware of false analogies: fight the competition, not each other. g/ measure what matters and what can help to turn knowledge into action. h/ what leaders do, how they spend their time and how they allocate resources, matters.

This sub section showed the importance knowledge utilization in wisdom spirit. Knowledge if not applied wisely has not value. Under the following section, DA from the study perspective is presented.
2.2.5 Development aid technical assistance

According to Wilson (2007), TA is related to Technical Co-operation alongside recent concepts of KM and innovation systems. According to Organization for Economic Cooperation and Development (OECD) (2015), the primary purpose of TA is to augment the level of knowledge, skills, technical know-how or productive aptitudes of the population of developing countries. According to Mavrotas (2005), DA TA is related to CD, which is investment enhancing. Nevertheless, 'it is also very often tied and often condemned as reflecting donors rather than recipient countries priorities' (Easterly and Tobias, 2008).

DA TA could be considered as part of the international cooperation that is supported by international organizations including United Nations (UN). In order to support the achievement of the sustainable development goals and sustainable development post 2015, United Nations General Assembly (2015: 58) shows its commitment to improve the quality, impact, and effectiveness of development cooperation. It indicates its commitment of international efforts that include: a/ to adhere agreed development cooperation effectiveness principles b/ to align activities with national priorities c/ to promote country ownership and leadership d/ to encourage results orientation approach and strengthen country systems e/ to use programme-based approaches where appropriate f/ and to strengthen partnerships for development support.

As discussed above, TA is related to Official Development Assistance (ODA). DACnews (2015) states that to eradicate poverty there is a need to direct more ODA to the poorest nations. ODA reached an all-time high of $135.2 billion in 2014. For the least developed countries, such assistance represents over 70% of available external finance; and this is more than one-third of their total public revenue and expenditure (DACnews, 2015). Dollar (2001) study reveals, by 1997 - 1998 there was a clear relationships between the volume of aid and the quality of policies, and the productivity of aid in delivering poverty reduction; where, from 1990 to 1997/1998 aid was doubled. Dollar (2001) also discusses that ODA is allocated in favour of good policy. However, TA's relationships with good policy is not as strong as the relationships for financial aid (Dollar, 2001). In most cases, TA's share in ODA is large for poor policy countries and smaller for good policy once (Dollar, 2001).

Wilson (2007: 189) states that 'the evolution of TA to Technical Co-operation alongside more recent concepts of KM and innovation systems'. 'Originally conceived as transfer from a knowledge-rich North to a knowledge-poor South, the later terminology represents a more cooperative and dialogic conception' (Wilson, 2007: 189). According to Wilson (2007), the
evolution has been driven by persistent issues concerning capacity and knowledge-in-context and by changing approaches to development practice’. Epistemological turn is needed that conceives of co-operative learning as ‘learning with’, where difference between actors is conceived as a resource, rather than a problem, for knowledge production (Wilson, 2007).

Wilson (2007, 184) further states marshalling knowledge is no longer about collecting together a ‘thing’ and passing it from knower to ignorant; rather, it is more about a long, complex process of learning, where the nature of engagement between stakeholders is all important. Wilson (2007: 196) states, 'in another sense, however, and despite the connotations of equality and mutuality of the language, such a capacity requirement reinforces the divide between those whose job it is to manage and those whose job it is to absorb knowledge'. The most clearly articulated issue identified by the early TA literature – that of marshalling knowledge for development across context – remains whatever the terminology (Wilson, 2007: 196).

Wilson (2007: 196) clarifies, 'for the early literature, the issue was the recurring binary context divide between the Northern based knowledge-giver and the Southern-based receiver'. Wilson (2007) states that expanding the potential of difference is important that it is not only a resource for learning ‘from’ other stakeholders but also for creating new knowledge with them. 'Innovations systems literatures normatively imply ‘learning with’ and its transforming possibilities without quite making it explicit; within TA/TC, meanwhile, the use of words like trust and dialogue hint, but do no more, at the possibility of learning with' (Wilson, 2007: 196).

Wilson (2007: 196) further states that TA/TC should not be considered only in terms of knowledge for development; rather, it is more on KM. Wilson (2007) also states that TA/TC as an element within a wider innovation system, where it contributes to an overall vision of innovative capacity and to innovation itself for development. These include recycling what is already known and producing new knowledge (Wilson, 2007). Simon and kenneth (2004) study the importance of knowledge for development. They state that learning intent is on a one-way, North–South transfer of knowledge while the learning is actually two way.

Esmann (2015: 350) states that TA involves all the uncertainties connected with working in unfamiliar environments. TA with ambiguous goals and imperfect knowledge could affect the distribution of power, power within and among bureaucratic groups, between bureaucrats and politicians, and among societal interest groups (Esmann, 2015). 'Only the most trivial TA in PA can ever be considered apolitical (Esmann, 2015). Therefore, TA intervention needs care.
Asongu (2015: 559-560) studies institutional benchmarking of foreign aid effectiveness in Africa. Asongu (2015) establishes that foreign aid is more negatively correlated with countries of higher institutional quality than with those of lower quality. Asongu (2015) further discusses, the institutional benefits of foreign aid are not questionable until greater domestic institutional development has taken place. However, government quality benefits of ODA are questionable in African countries irrespective of prevailing institutional quality levels (Asongu, 2015).

Esman (2015: 351) discusses that The World Bank (WB), now the largest source of ODA, has never developed staff capacity in PA. Nor it established links with the PA profession even though its field reports emphasize that deficiencies in ‘management’ are the main cause of shortfalls in the projects it sponsors (Esman, 2015). Esman (2015: 351) further states that ‘combined with declining support for foreign aid and for TA in conventional PA, this has precipitated a notable withdrawal of interest and participation, especially among academics’.

Williamson (2009) states that ‘the ability of foreign aid to achieve its goals is called into question; widespread conceptual and empirical literature suggests that foreign aid is ineffective’. According to Williamson (2009), the success of aid depends on incentives faced by all parties in donor and recipient countries that do not have adequate knowledge to achieve development goals. In addition, both donors and recipients must obtain the necessary information to actually target and achieve desired goals (Williamson, 2009).

Kanbur and Sandler (1999: 1) discuss that various reasons have been cited for ineffectiveness of aid; in addition to the well-known fact that aid has often followed political rather than development objectives. According to Kanbur and Sandler (1999: 1), problems include lack of “ownership” of development projects and programs by countries receiving assistance and lack of coordination among donors. They further emphasize that these problems have aggravated the increasing aid dependence in the poorest countries. According to them, this is because, policy makers spending more time in fulfilling donors requirements than in convincing their own populations of the soundness of the proposed strategies. If aid is not effective then the associated TA cannot be effective. This is because TA is dependent on aid. TA is part of overall DA.

The question is, do donors, public organizations, and development consultants know the value of DA money in terms of knowledge utilization? How far? What are the indicators and measurement tools? Based on the above discussions question may be asked that how far Ethiopia good and/or poor policy associate with KM and knowledge utilization competency? As this could have implications for knowledge utilization competency for strategic management and strategic leadership practices in Ethiopia public organizations. Based on Asongu (2015) point of view what
would be the best policy regarding DA TA knowledge utilization of Ethiopia public organizations? On the other hand, from Wilson (2007) work, one can learn that from the perspective of DA TA, knowledge is gained by partnership and is not one side flow. In addition, capacity can be built by partnership and can be shared among stakeholders, and everyone has a role to build the other capacity. Development aid agencies need to think about their policy about TA and its role in KM and knowledge utilization.

From these one can summarize that TA is sometimes push factor than demand driven. ODA TA success has some relation with the public organization policy nature, culture & trust, networking and cooperation, innovation diffusion, etc. KM and knowledge utilization are essential for the success of ODA TA. Nevertheless, what is the essence of TA? How can one measure its impact? Under the following section, DA TA projects and programs are presented.

2.2.6 Development aid TA projects and programs

Loxley (2016: 123) states that donors and recipients have spent large sums over decades on ODA and counterpart funding to reduce poverty, ignorance, and unemployment. Consequently, both groups heavily invested in justifying development programs to show value for money through effective means (Loxley, 2016). 'Key questions ask what does ODA seek to achieve by bringing together institutions around the world to improve living standards, and how can impact assessment influence the way ODA organizes efforts to accomplish these aims?' (Loxley, 2016: 123).

According to Loxley (2016), recipient nations and third-party partners seek best practices to get value for money from development projects. Impact assessment finds ODA to be successful when ideas flow openly between development partners (Loxley, 2016).

Zarzu and Scarlat (n. d: 221) state that development TA (DTA) projects as a means for donors to transfer knowledge to recipient groups. According to them, DTA international projects support CD and sustainability. In order to assist KM and development in the host organization, the implementation team needs to master KM within the team and KM and managing cultural diversity of a group are parallel processes (Zarzu and Scarlat, n. d). In this process, expertise and managerial knowledge and skills, facilitation, communication, and mutual understanding are important (Zarzu and Scarlat, n. d). Zarzu and Scarlat (n. d: 228 - 229) sates that TA is a two ways process. On one hand, organization may provide knowledge to assisted communities in order to strengthen them, while absorbing knowledge from assisted communities and taking advantage of lessons learned. Project managers operate KM and the result depends on the way team is lead, and how cultural diversity is capitalized towards harnessing knowledge within the team (Zarzu and
Scarlat, n. d). Thus, strategies focus on proper utilization of the human assets, being knowledge, experience, skills or abilities (Zarzu and Scarlat, n. d). The wise use of knowledge depends on how data becomes information and then how information turned into knowledge to make people wiser (Zarzu and Scarlat, n. d). It is important to exploit both the exploratory dimension of the knowledge, creation, innovation as well as the transfer dimension of the established knowledge (Zarzu and Scarlat, n. d).

Zarzu and Scarlat (n. d: 229) further state that:

"... The data and conclusions have been gathered by the authors in over 25 years of experience in international projects implemented by major donor organizations and private corporations. Useless to say, DTA projects are about sharing knowledge, and replicating lessons learnt, which calls for an organizational language to enable individuals to understand and internalize the knowledge. More and more organizations need a cross-cultural language to communicate that knowledge and those lessons learnt. Due to free flow of information, competition is global, but at the same time communities are bridged through common, human interests, beyond cultural differences."

Swain and Lightfoot (2016: 624) study a KM framework for global project development based on Tai Chi principles and practices. Their research results suggest that 'teams and individuals working on projects and practicing Tai Chi might develop more cohesive strategies and improve soft skills during their integration of Eastern and Western philosophies'.

Julian (2016) studies the relationship between stakeholder interests and demonstrating results in international development. According to Julian (2016: 505), the study reveals that 'competing stakeholder interests as a project proceeds. The conflicting perceptions of stakeholders, the structural over-simplification of a complex environment, and power differentials allow donors to misappropriate the role of clients'. Besides, Julian (2016: 524) suggests that to close the gap between results achieved and demonstrated results one need to understand the impact of individual mental models and organisational cultures in contributing to the complexity and dynamic changes over the life of the project. In addition, not rely on a technical approach of changes procedures to resolve the competing interests among the stakeholders (Julian, 2016).

Furthermore, Julian (2016: 523) states that a difference between actual results achieved and demonstrated results are in part due to the stakeholder groups who have very different expectations. The local beneficiaries see actual change, in its complexity, and do not require results to fit into a larger strategic or political framework (Julian, 2016). The donors expect results to contribute to their large strategic objectives, but have very little direct contact with the local beneficiary group (Julian, 2016). The relative power of each stakeholder group affects the priority
given to their needs, suggesting a rationale for why donor interests have more influence in demonstrating results than local partners (Julian, 2016).

According to Julian (2016: 523 - 524) there is resistance due to the dominance of donor power. This could manifest itself inside an implementing agency as field staff or learning officers attempt to use evaluation methods that show unintended consequences, or even failure, as part of the learning process (Julian, 2016). 'Along with recognition of the complex and dynamic nature of stakeholder roles over the project life cycle, the uncertainty about who is the real client — is it the local people or the donors — means we should question the way we distinguish between achieved results and demonstrated results' (Julian, 2016: 524).

Julian (2016: 524) further states that DTA projects gives power to the donor within the project and does not relate to the needs of the local beneficiary group. 'Part of the reason why there is a gap between achieved results and demonstrated results is because actual results happen in a local environment. However, the demonstration of them is about meeting demands of a politicised and powerful organisational system, which is interested in meeting its own needs' (Julian, 2016: 524). This is a complex relationship, dynamic, fluid interaction that explains why demonstrating results in international development projects is inevitably complex (Julian, 2016). Due to these, there is a need to understand the impact of individual mental models and organisational cultures in contributing to the complexity and dynamic changes over the life of the project (Julian, 2016). Not rely on a technical approach of changes procedures to resolve the competing interests among the stakeholders (Julian, 2016)

Zaghab (2012) study the interorganizational learning lifecycle: knowledge for use in international development. The study was based on DA projects and programs in Ethiopia. Zaghab (2012: 61 - 62) sates that organizations are more effective learners when tacit and explicit forms of knowledge are integrated, organizations learn some things better than others based on their orientation and their flexibility in this orientation. According to her, organizational learning processes are unique to each international ODA project because the Host-Agent team is unique for each project. She further discusses that organizational learning and knowledge creation is built upon the existing base of knowledge and experience. Each organization has a unique base of knowledge (Zaghab, 2012). Hence, the knowledge pathway for each project is unique (Zaghab, 2012).

Based on a single case study, Tiwari (2015: 11) reveals that organizations in project networks often integrate specialized knowledge that resides within participants in the network to undertake collaborative ventures. Thus, knowledge integration forms an important aspect of any KM process (Tiwari, 2015). 'On the bases of three knowledge typologies—object-based knowledge,
professional knowledge, and coordinating knowledge—the process of knowledge integration progresses from knowledge identification to knowledge coordination to knowledge utilization’ (Tiwari, 2015: 11). While establishing project networks, managers should be more cognizant that there are different types of knowledge (Tiwari, 2015). Besides, the success of collaborative ventures would be determined by how knowledge is identified, coordinated, or used (Tiwari, 2015).

Cicmil and O’Laocha (2016: 558) discuss the contradictory nature of commitment versus freedom and flexibility needed in the project and programs environment. They state that:

"Planning, action, and results are inseparable. A fundamental contradiction between participatory principles and the efficiency and effectiveness driven, de-contextualized logic of project organizing poses a real risk in that the objectives driven performance does not allow for the flexibility needed when, on the ground, one discovers that actually, there are other bigger, more important issues for the “targeted” community than the problem framed by the funders. Instead of freedom and flexibility, the project form, perceived by most as the best and perhaps the only way to optimize performance and minimize risk for funders, becomes a tyranny of target deadlines and efficiency-obsessed systems of measurement and evaluation of outcomes, to be resisted or wriggled around in the pursuit of real change."

Yamin and Sim (2016: 481) examine the perceptions of local project teams on critical success factors (CSF) and project success in the context of international development projects in Maldives. The study result indicates that 'monitoring CSF, coordination CSF, design CSF, training CSF, and institutional environment CSF had a significant relationship with project success. However, results of the regression analysis indicate that only monitoring CSF was significant in influencing project successes' (Yamin and Sim, 2016: 481).

To summarize this section, Zarzu and Scarlat (n. d), state that in order to assist KM and development in the host organization, the implementation team needs to master KM within the project. They also state that KM and managing cultural diversity of a group are parallel: good to have strategies that focus on proper utilization of the human assets, knowledge, experience, skills or abilities. The wise use of knowledge depends on how data becomes information and then is how information turned into knowledge to make people wiser; and taking advantage of lessons learned (Zarzu and Scarlat, n. d). Project networks often integrate specialized knowledge that resides within participants in the network to undertake collaborative ventures (Tiwari, 2015). Knowledge integration is needed that progresses from knowledge identification to knowledge coordination to knowledge utilization (Tiwari, 2015). As a result, actors in a project network do
not necessary need to acquire knowledge that is not available in-house; but rather collaborate and coordinate with each other to draw on specialized knowledge that resides within other actors of the project network, which is unique (Tiwari, 2015). The success of collaborative ventures would be determined by how knowledge is identified, coordinated, or used (Tiwari, 2015).

ODA to be successful, ideas need to be flow openly between development partners (Loxley, 2016). Most of know how comes through communication that comes through tacit knowledge learned (Zarzu and Scarlat, n. d). Communication between team members becomes increasingly critical and cultural diversity may hamper or facilitate the proper use of advantages learned (Zarzu and Scarlat, n. d). Mental models, culture, social structures affect the acceptance of demonstrated results by some stakeholder (Julian, 2016). Trust among team members and project stakeholders plays significant role for projects and programs success (Zaghab, 2012).

In the contemporary world, understanding project environment is so crucial. Besides, it is necessary to understand complexity and dynamic changes over the life of the project (Julian, 2016). Power and politics play key roles in projects (Julian, 2016). The relative power of each stakeholder group will impact the priority given to their needs (Julian, 2016). That is why sometimes donor interests have more influence in demonstrating results than local partners (Julian, 2016). As a result, an overall political system would give the donor the role of client rather than those for whom the actual results are achieved (Julian, 2016). This gives power to the donor within the project and does not necessary relate to the needs of the local beneficiary group (Julian, 2016). Competing stakeholder interests as a project proceeds, the conflicting perceptions of stakeholders, the structural over-simplification of a complex environment and power differentials allows donors to misappropriate the role of clients (Julian, 2016). Project staff needs to have a more complex view of the relationship between the key stakeholders groups that as each stakeholders need to meet each own demands (Julian, 2016).

For projects to be successful, it is good to have clear CSF (Yamin and Sim, 2016). Organizational learning processes are unique to each international ODA project because the Host-Agent team is unique for each project (Zaghab, 2012). As a result, organization has a unique base of knowledge (Zaghab, 2012). Hence, the knowledge pathway for each project is unique (Zaghab, 2012). While understanding the project and programs environment and respect agreed commitments, freedom and flexibility are important to have efficient and effective DA TA projects and programs (Cicmil and O’Laocha, 2016). In most cases, it is through development consultants ODA TA projects and programs are implemented. This is discussed under the following section.
2.2.7 Development consulting

Development consulting is common in developing countries. In most cases, it is in relation to DA TA where development consultants give service to public organizations so that public organizations can manage well their developmental activities.

Brinkerhoff and Coston (1999: 346) state that development management is a subfield of international and comparative administration. It is still relevant and applicable to the administrative problems facing today's managers in developing and transitional economies (Brinkerhoff and Coston, 1999). While globalization has introduced many changes, much of what development management has to offer remains useful, appropriate, and valuable (Brinkerhoff and Coston, 1999). Maintaining relevance and applicability hinges upon a closer integration between theory and practice; gives more cross-fertilization among development management, comparative analysis, and mainstream PA (Brinkerhoff and Coston, 1999). As a result, it is important to demonstrate it clearly to policy makers of the timeliness of the subfield's concepts, tools, and approaches (Brinkerhoff and Coston, 1999).

To give good service for public organizations, development consultants should first develop their internal capacity. Dunford (2000: 295 -301) states that consulting firms cite KM as a core capability for achieving competitive advantage. There has been increasing investment in systems that seek to formalize KM and allow firms to leverage the knowledge held within the firm (Dunford, 2000). According to Dunford (2000), despite the pervasiveness of the view that KM is a core component of competitiveness, its specific contribution to revenue is very difficult to determine. Nevertheless, consulting firms who best meet the client's needs are those who are most successful at getting the right balance between the efficiencies associated with the use of proprietary tools and the adaptability to local conditions (Dunford, 2000).

According to Borda-Rodriguez and Johnson (2013: 343), 'consultants are an integral component of DA. Their involvement is based on an assumption of the transferability of knowledge to clients and beneficiaries. However, this role, its efficacy and the concept of knowledge transfer have all been questioned'. Borda-Rodriguez and Johnson (2013) also state that research has shown interest in northern development consultants in recent years. However, detailed processes and practices of southern consultants’ engagement with knowledge production are less analysed (Borda-Rodriguez and Johnson, 2013). Their study further reveals that knowledge engagements’ shaped by power relations exercised through discourses and financial aid on one hand and shared and unshared life worlds and backgrounds of actors on the other. Characterised by collusive behaviour with the
discourses and practices of aid on the part of consultants and beneficiaries in turn influences outcomes (Borda-Rodriguez and Johnson, 2013).

Borda-Rodriguez and Johnson (2013: 354) further state that 'a question for unproductive knowledge engagements is whether they reinforce rather than break down entrenched social relations. The tension and forms of contestation or resistance in this case would help to create a new space for something different to happen' (Borda-Rodriguez and Johnson, 2013). This requires considerable reflexivity on the part of consultants and it would present dilemmas for their relationships in the client–consultant–beneficiary triangle (Borda-Rodriguez and Johnson, 2013). This issue is also a challenge in the Ethiopia context. The country is partially dependent on DA TA consulting service. Ethiopia has many political and socio cultural issues in its organizations that demands care in the working relationships of public organizations, development consultants, and donor agencies.

According to Ko (2010: 202), in enterprise systems implementation projects, consultants are typically hired for their expertise in the domain i.e. competence trust. Counter to conventional wisdom, benevolent trust influenced the success of an effective transfer of implementation knowledge (Ko, 2010). He further states that benevolence trust plays an important role in affecting knowledge transfer while competence trust does not. He discuss that, it is worth noting that consultants are hired to fill in the expertise that is lacking in-house, suggesting that competence trust would appear to be more important. According to him, the level of personal trust (i.e. benevolence trust) between consultants and functional specialists influenced effective transfer of knowledge from consultants to functional specialists. Despite this study is based on knowledge transfer, it is believed that the situation is also applicable for knowledge utilization. In Ethiopia context, where the organizational socio - cultural factors are determinant, trust is highly important to have effective DA consulting service.

Massey and Walker (1999: 38) suggest that consultant is central for the achievement of organisational development and success. They discuss that the interaction between managers and consultants may be a way for learning organisations to continue learning and developing. They conclude, within this context, there are a number of factors that influence whether organisational learning can be achieved. These include role assignment and linking individual development to organisational development. They further assert that the assignment scope, the consultants selection of appropriate roles (organizational role and the consultants techniques) matter to have effective organization leaning that facilitated by consultants.
This section summarized that development consultants and organizational interactions affect the effectiveness of DA TA consulting service. The main role of DA TA consultants is to build the capacity of public organizations. This discussed below.

2.2.8 Capacity building/Capacity development

United Nations General Assembly (2015) shows commitment for CD of developing countries. Its CD commitment is to improve coordination and results based on relevance, effectiveness, and efficiency. In relation to this effort, it promotes the development and use of information and communications technology infrastructure. It stated that the capacity-building effort is based on policies that incentivize the creation of new technologies. It calls to incentivize research and that support innovation in developing countries. It further calls upon the establishment of multi-stakeholder partnerships for implementing effective and targeted CD in developing countries. This includes to supporting national plans such as strengthening institutional capacity and human resource development. It encourages knowledge sharing and the promotion based on cooperation and partnerships between stakeholders. These include governments, firms, academia and civil society in sectors that are contributing to the achievement of SDGs.

However, United Nations General Assembly (2015) does not give enough emphasis on KM in general and knowledge utilization in particular. As discussed in the previous sections, knowledge if not applied wisely does not have value. Data and information are bases for knowledge and wisdom. Information and communications technology are tools. They are not end by themselves. This makes United Nations General Assembly commitment incomplete. Despite it 'encourages knowledge-sharing and the promotion based on cooperation and partnerships between stakeholders', it does not give emphasize KM as a process and its components, and KM utilization. This makes the commitment incomplete and not strategic mainly to have successful international development partnership; to solve some strategic management and strategic leadership capacity gaps in developing countries such as Ethiopia.

According to (Zaghab, 2011: 16), CD is the process to create, strengthen, and maintain the society structures in order to build and manage country human, material, and natural resources. According to her, while capacity is defined as outcome rather than process driven, the CD agenda does promote learning and network development. It accelerates knowledge generation and knowledge sharing (Zaghab, 2011). Zaghab (2011) also states that in the process country ownership is integral. In agreement with this, for Wilson (2007), CD is a multi-stakeholder learning process, which requires competences in collaboration, partnership, formation, and dialogue.
Kühler (2009) discuss that in the CD context, the term ‘capacity’ refers to all those capabilities that are required to assume responsibility for the development of one’s own environment. These may include concrete skills such as operating equipment, technical know-how and manual skills (Kühler, 2009). Key competences such as the ability to analyse problems and to develop and pursue strategies for solutions, to establish networks, and to adapt to changing situations may be also included (Kühler, 2009). Kühler (2009: 551) states that the CD concept is globally applied as a model in governmentally supported ODA organizations. According to Kühler (2009), the organizations themselves adopt the concept, asserting that an increase in ‘capacities’ in developing countries will contribute to a higher success rate for projects. Kühler (2009: 552) further states that the actions of a donor organizations is aimed at supporting people and local organizations in the effort to extend their own capabilities.

The Paris Declaration on Aid Effectiveness, held in 2005, was the platform to ensure new international ODA methods to build in-country capacity (Zaghab, 2011). Zaghab (2011: 42) further discusses that the objectives of the Paris Declaration on Aid Effectiveness was to strengthen in-country institutions and societies by building capacity. According to Zaghab (2011: 12), in April 2008, Accra Accord and the Accra Declaration were resulted from the 12th convention of the United Nations Conference on Trade and Development (UNCTAD). According to her, in Accra, donors and recipients reached consensus on a new country-directed 'Capacity Development' which aimed for sustainability and Host ownership by harnessing 'intellectual power' of Low Development Countries (LDCs). The Accra Agenda for Action was focused on new approach of CD based on active partnership between 'Host and Agent' of ODA projects (Zaghab, 2011).

Zaghab (2011: 42) states that the Accra Agenda for Action signified a fundamental shift in the way recipient countries and international aid organizations view CD. The goals of ODA were no longer determined by donor institutions, but with concurrence by Host countries (Zaghab, 2011). Through an active partnership between Host and Agent, the ODA project would identify gaps, target problems, and establish goals (Zaghab, 2011). Strengthening in-country capacity in public, private, and nongovernmental sectors became a common goal for international ODA processes (Zaghab, 2011). The Accra approach encourages countries to grow their ability to establish and lead their own development agendas (Zaghab, 2011). Participants in the creation of the Accra Agenda for Action noted the history of international aid practices that drained rather than renewed valuable resources (Zaghab, 2011).
In the study of CD as the model for development aid organizations, Kuhl (2009: 551) argues that 'a primary function of concepts such as CD is to meet the legitimacy requirements of ODA organizations. The more the effectiveness of these organizations is criticized or challenged, the more they feel the need to defend themselves by developing new—and hopefully more effective—concepts' (Kuhl, 2009: 551). Kuhl (2009: 551) further argues that since at least the 1960s, the classical form of technical and financial ODA has been subject to increasing criticism. The main focus of this criticism has been the discrepancy between high investments and the sending of thousands of foreign experts to developing countries on one hand, and unimpressive results achieved in the form of sustained development on the other hand (Kuhl, 2009: 551).

According to Kuhl (2009), there is a growing sense that development should rather be understood as an endogenous process of transformation that must be upheld by the developing countries themselves. According to Kuhl (2009: 551), initially, most criticism came from outside the ODA organizations. But later it came from within, for example in the WB (Kuhl, 2009). Kuhl (2009: 552) states that the main explanation put forward for these disappointing results is the lack of ‘ownership’ of development by those concerned. According to Kuhl (2009: 552), 'the WB has therefore begun to lead a movement of development aid organizations that take the position (under the heading of ‘project ownership’) that the efficiency of DA programmes can only be increased if the recipients truly want to have the programmes in the first place'.

Scott, Wooster, Few, Thomson & Tarazona (2016: 413) discuss that there is a 'wide literature focused on CD in low-income countries drawn from governance, public management, development studies and organisational development disciplines'. According to them, CD is no longer regarded as a purely technical process. Scott, et al (2016: 414) further discuss that skills transfer is important but authors also recognise the importance of the political context and governance environment as enabling, or blocking, progress. Furthermore, Scott, et al (2016: 414) discuss that the ‘increased application of results-based management principles to development interventions in general has led to a greater focus on monitoring and evaluation (M&E) across all sectors. However, measuring results of capacity strengthening interventions in any field has emerged as an area of particular difficulty'. According to Scott, et al (2016: 414), 'such approaches are often more suited to capturing discrete, visible or easily quantifiable results from short-term programmes, assuming a linear progression'.

The above discussions help us to understand CD in relation to effectiveness, efficiency, sustainability, partnerships, and to understand strategic opportunities and challenges of knowledge utilization by public organizations while working with development aid agencies and consultants.
The failure or success of TA activity would be the failure or success of knowledge utilization of TA as TA knowledge utilization is a subset of overall TA effort. In fact, in most cases, the purpose of TA is CD and that CD impact should be reflected by knowledge utilization. Otherwise, what is the purpose and impact? Besides, consultants are knowledge workers. What is their role, otherwise? They are giving TA to build capacity and that capacity should enhance the knowledge of public organizations. As discussed before, creating and sharing knowledge is not enough. It should be utilized wisely. When the knowledge is utilized wisely that one could say the capacity is built. If not what is the value of all efforts of TA CD?

This section can be summarized that it is not clear if ODA CD contribute for countries sustainable development. To make ODA CD successful country ownership is so important. The approach of ODA CD is not as clear from knowledge utilization perspective. There are no clear empirical evidences from knowledge utilization perspective. If the CD effort is not understood from wise use of knowledge, it may not possible to have sustainable CD intervention that can contribute for countries development, growth, and poverty reduction for a country like Ethiopia.

Knowing how far knowledge is utilized effectively, efficiently, and sustainably helps to understand how far ODA effort is contributing. This is discussed below.

2.2.9 Effective, efficient, and sustainable use of knowledge

Article used by Heizer and Render (2014: 49) regarding effectiveness and efficiency, indicates the definition of effectiveness and efficiency defined by Broednet, Kinkel & Lay (2009) that effective means doing the right thing, developing and using the correct strategy help us to be effective (Heizer and Render, 2014). Whereas efficiency means doing the job well - with a minimum of resources and waste, applying good strategic decisions helps us to be efficient (Heizer and Render, 2014).

The concept effectiveness could be considered as the extent of achievement of knowledge-based outcomes in knowledge-intensive organisations (Mbhalati, 2010: xxiii). Whereas, the concept efficiency could be considered as to the capacity of an organisation to achieve higher returns (productivity) because of KM intervention/application (Mbhalati, 2010: xxiii).

Website referred by Buchholtz and Carroll (2012: 510) regarding sustainability indicates that sustainability from the business context as defined by Brundtland Commission (formerly the World Commission on Environment and Development [WCED]) is 'business that meets the needs of the present without compromising the ability of future generations to meet their own needs'.

86 | Page
The following definitions are important regarding sustainability. According to Buchholtz and Carroll (2012: 510), sustainability defined as:

i/ Sustainability is providing for the needs of the present generation while not compromising the ability of future generation to meet theirs (original definition in the U.N. Brundtland Commission Report on "our Common Future," 1987)

ii/ Sustainability is creating stakeholder and social value while decreasing the environmental footprint along the value chains in which we operate (DuPont)

iii/ Sustainability is generally considered to have three interdependent coevolutionary dimensions: the economy, the society, and the natural environment (Jean Garner Stead and W. Edward Stead, Management for a Small Plant. 3rd Ed., 2009).

iv/ Corporate sustainability is a business approach that creates long-term shareholder value by embracing opportunities and managing risks deriving from economic, environmental, and social developments (3BL Media, 2009).

v/ A sustainable society is one that satisfies its needs without diminishing the prospects of future generations (Lester R. Brown, Founder and President, Worldwatch Institute).

It is very important to mention productivity when one discusses effectiveness and efficiency, as these concepts are interlinked. Mbhalati (2010: 144) states that 'before KM became popular within organisations, scholars such as Prokopenko recognised that productivity improvement initiatives such as use of advanced technology, the upgrading of skills and educational levels of the workforce, were accounting for a major part for the differences in productivity levels among nations'. According to Mbhalati (2010), productivity could be measured in terms of efficiency in the use of resources. In relation to KBV, the productive use of knowledge assets within a firm accounts greatly towards the firm's overall productivity (Mbhalati, 2010).

To discuss productivity versus KM, Tzortzaki and Mihiotis (2014: 29) state that 'the focal point in the science of management is to discover and formulate “laws of behaviour” that will increase productivity'. They further discuss that productivity depends on the ability of managers to create new knowledge and generate “smart” action. In the new economy, knowledge has become the primary factor of production and not machinery or financial capital as in the old industrial economy (Tzortzaki and Mihiotis, 2014). Within the new business environment, a company’s profitability depends, largely, on its ability to learn and adapt (Tzortzaki and Mihiotis, 2014). Learning ability has been proven to increase when organizations knowingly employ dynamic
processes that help nurture, leverage, and motivate people to improve and share their capacity to act (Tzortzaki and Mihiotis, 2014).

Effectiveness and efficiency are also related to other concepts and constructs. KM theory can benefit much from an infusing of entrepreneurship, hence the concept knowledge entrepreneurship (Mbhalati, 2010: 150). In relation to this, Mbhalati (2010: 180 - 182) states that professional bureaucracy allows sufficient internal autonomy for the critical evaluation of the public agency's strategies. And as such, professional bureaucracies are outward looking because they perceive their relationship with citizens as clients for whom they provide service (Mbhalati, 2010). Owing to their client-focused approach, product satisfaction and cost-efficiency are highly prized in professional bureaucracies (Mbhalati, 2010).

Feltman (2012: i) states that the knowledge of the organisation has become the dominant resource for creating a ‘knowledge economy’; characterised by massive investments in knowledge creation and distribution efforts throughout all levels of the economy. Feltman (2012) further states that 'the new economy' is being global in nature, i.e., not confined to time and space. It is characterised as highly dynamic, competitive, swift and ever evolving. The new economy public sector thus needs to demonstrate fast paced innovation to efficiently address increasing needs with an ever-increasing need for improvement in productivity’ (2012: i).

Bayiley and Teklu (2016: 570) study EU funded projects in Ethiopia, success factors and criteria in the management of international development projects. Based on the study, they reveal that most of the respondents rank “Relevance” as the best criteria to evaluate the success of the EU development projects as it is related to the appropriateness of the project. According to them, the study identified “Impact” and “Effectiveness” as the second and third criteria to evaluate the success of EU development projects. They discuss that these three factors well interconnected conceptually and one follows the other: According to them, if a project is not relevant, it cannot bring impact and to bring impact it need to be effective by achieving its intended objective.

Bayiley and Teklu (2016: 570) continue their extended discussion based on their study result that the fourth criterion identified to evaluate the EU project success was “Sustainability” – 'having the same mean with effectiveness'. According to them, this criterion relates to the continuance of positive outcomes of the project at purpose level after the end of external funding. “Efficiency” is ranked as the fifth important criterion (Bayiley and Teklu, 2016). Furthermore, Bayiley and Teklu (2016: 570) state that "Relevance" is high on the agenda of all stakeholders, but clear differences observed in ranking the other four criteria. They also state that 'for the participants from the
government organization, “Impact,” “Sustainability,” “Efficiency,” and “Effectiveness” are ranked from second to fifth, respectively.

a/ Effectiveness

AfDB/OECD/UNDP (2015: xxiv) states that African regions and their resources too often escape the attention of policy makers leaving aside the issue of the effectiveness considering instead the daily practice of policy management. It states that two major factors stand out that hamper effective regional policy making: strictly sectoral approaches and inadequate information.

Nevertheless, According to Feltman (2012: 2), 'more and more is written of the benefits and the value of the organisation’s knowledge and the movement toward a ‘knowledge economy’ where the focus is on what the organisation knows'. Feltman (2012: 2) also states that although mainstream writing on KM is overwhelmingly optimistic, effective organisational KM is not straightforward. There are many components to integrate, a range of organisational needs to be met and complex organisational and cultural issues to address (Feltman, 2012: 2). According to Chigada (2014: 11), in the knowledge-based economy, managers focus on issues of knowledge capital over more assets that are traditional. They also focus more on the capability of their organisations to harness these knowledge assets (Chigada, 2014: 11). Effective KM requires long-term commitment from all organisational members, who should be receptive to external and internal environmental changes (Chigada, 2014). And leadership should demonstrate enthusiasm for improvement (Chigada, 2014). According to Chidambaranathan and Swaroopranth (2015: 758), several researches have established a strong connection between KM and organizational effectiveness and shown how various factors like culture, leadership, systems and processes affect the effectiveness of an organization.

To learn continuously, a learning organization needs effectively managing the knowledge that it creates (Jasimuddin 2012: 214). Yukl (2013) discusses that one of the ten leadership functions/essence and effective leadership in contemporary world is encouraging and facilitating collective learning. He highlights that in a highly competitive and turbulent environment, continuous learning and innovation are essential for the survival and prosperity of an organization.

Courtiers including Ethiopia should able use knowledge effectively and they need to be systemic and able to measure it. According to Njerimungai (2014: 3), KM Africa (KMA) is one of the examples in Africa context that would be an example for Ethiopia. 'In Africa, the need for harnessing knowledge to accelerate social and economic development and service delivery was ascertained and thus began the genesis of the KM Africa (KMA) Initiative that was established in
2003’ (Njerimungai, 2014: 3). According to (Njerimungai, 2014: 2), KM Africa was initiated with the objective of facilitating “harnessing of knowledge to improve development outcomes in Africa in the social, economic and cultural spheres. According to Njerimungai (2014), KM Africa partnered with three key groups. These are knowledge generating institutions, policy makers, and knowledge users. The three key groups able to harness and share Africa’s rich knowledge which is useful in the development of appropriate solutions for social and economic challenges that face Africa’s constituent countries (Njerimungai, 2014: 3).

Another initiative is K4D. According to Njerimungai (2014: 1), in 1996, WB ‘developed its Knowledge Bank and, by networking with other development agencies, began what the WB termed as the Knowledge for Development (K4D) programme’. The programme objective is to help client countries make a transition to the knowledge economy by using knowledge as the key engine for economic growth (Njerimungai, 2014). This is through, for example, enhancing the understanding of KM concepts, tools and practices (Njerimungai, 2014).

In the above paragraphs, the role of proper knowledge use to have effective organizations is discussed. Under the following paragraphs, this situation will be discussed in the context of development and DA.

Balaskas, Lima, and Seed (2009, iv) state that ODA has not yet yielded the expected results due to lack of effectiveness. As discussed above organizational effectiveness is also associated with good use of KM and knowledge use. If there is no good use of knowledge, there might not be effective organizations and/or effective use of DA. Balaskas, et al (2009) explain that despite huge funds involved, experts and academics around the world generally agree that ODA has not yet yielded the expected results. According to them, several possible causes of ODA’s disappointing results related to lack of effectiveness that include unfavourable conditionality, lack of recipient ownership, lack of recipient capacity, aid dependence, donors not meeting commitments, and donor fragmentation of ODA. They further discuss that while the MDGs are meant to represent the aims of aid and provide clear targets, the High Level Forums on Aid Effectiveness in Paris (2005) and Accra (2008) focussed on how aid effectiveness might be improved. According to them, this is through increased efforts in harmonization, alignment, and managing aid for results with indicators and actions that can be monitored. But to do these there should be effective application of KM and wise use of knowledge.

According to Zaghab (2011: 12), the effective use of ODA investments in producing in-country economic results has been the subject of extensive macroeconomic studies. She states that statistically, economists reported no economic connection between International Development
Association (IDA) and economic growth. However, according to her, researchers later found that quality of host country institutions was the key index factor for aid effectiveness. Zaghab (2011: 16) further states that the organizational approach to measuring IDA suggests organizational effectiveness and interaction between 'Hosts and Agents' at the project level. If the effectiveness increases on the organizational level then the effectiveness of IDA increases as well (Zaghab, 2011).

According to (Zaghab, 2011: 12) international donors and LDCs country leaders continue to be concerned with slow progress toward the Millennium Development Goals (MDGs) and 'a number of factors plaguing the effectiveness of ODA including the rogue nature of TA, recipient country ownership, country capacity, and empowerment and decision making. According to Zaghab (2011: 13), 'nearly half a trillion dollars is funded in projects each year. Improving the effectiveness of ODA is the goal of donors and country leadership alike. But neither stakeholder has provided focus to the role of organizations as building blocks in the development process' (Zaghab, 2011: 13). 'Yet organizations are the basis for the practice of development which involves sponsoring agency (or agencies), implementing Agent(s), and in-country host entities accepting and enacting the project' (Zaghab, 2011: 13).

b/ Efficiency

According to Feltman (2012: 4), it is important that knowledge (know-how) and its management is prioritised with a shift more toward managing the people who hold the knowledge more efficiently. Feltman (2012: 4) states, the new economy public sector needs to demonstrate fast-paced innovation in order to address efficiently the increasing need for improvement in productivity. Feltman (2012: 4) further states that public service managers and supervisors therefore would need proper information and the necessary ‘know-how’ to effect proper decision making. Therefore, knowledge and information has to go hand in hand as a promise for long-term gains for public sector effectiveness (Feltman, 2012). According to Feltman (2012) 'with the new economy being global in nature the new economy public sector needs to demonstrate fast paced innovation to efficiently address increasing needs with an ever-increasing need for improvement in productivity.

Feltman (2012: 4) further states that new business models are being influenced by private sector business practices, and there is an increasing political pressure for government to deliver services rapidly and immediately. It is because of this that there is a call for sustainable development rather than ‘old style’ development practices and performance management and evaluation systems to improve officials’ outputs (Feltman, 2012). In recognising the growing importance of
organisational knowledge, government departments may apply KM practices to ensure the public of improved service delivery (Feltman, 2012). It therefore becomes increasingly important to ask how government will deal with the exponential increase in the amount of knowledge and increasingly complex processes and uncontrolled loss of this knowledge (Feltman, 2012).

c/ Sustainability

According to (Ohiorhenuan, 2011), international context for development have influenced both the thinking on and management of development. Ohiorhenuan (2011: 18) examines how the conceptualization of development has evolved in the last 60 years, and how the “development industry” in Africa might change over the next 25 years horizon, given global trends and emerging realities. Ohiorhenuan (2011) explores the interplay of ideas and practice, identify key global drivers and considered their significance for Africa over the next generation. Ohiorhenuan (2011: 18) conclude that 'to address the challenge of African prosperity over the next 20-30 years, it requires an African development narrative generated endogenously based on innovation, trust and respect of the people, be willing to sacrifice, and be able to create a vision that resonates with citizens, leadership based on transparent in actions and accountable to the public'. According to Ohiorhenuan, (2011), African development will depend on the energy of all Africans and the ability of its leadership to generate extraordinary performance from an apparently ordinary combination of circumstances.

Djeflat (2010: 131) states that 'sustainable development is becoming increasingly a major concern for African Countries. They need a relatively high rate of growth of Growth Domestic Product (GDP) to solve the many problems of poverty and underdevelopment, while insuring sustainability to their economies. At the same time, it is increasingly recognised that sustainability requires more and more knowledge assets and capabilities'. Djeflat (2010) further discusses that both the conceptual and the empirical analyses have shown that knowledge systems and sustainability are closely inter-linked and relatively highly correlated. Djeflat (2010: 146) states, 'knowledge and technology transfer remain paramount to sustainable development in Developing countries as a whole and African countries in particular. However, knowledge systems and sustainability are on different time scales and face different kinds of imperatives'.

To have sustainable use of knowledge, organizations should have systems and frameworks. According to Balaskas, et al (2009) externally financed programs and projects might be reasonably well implemented during the period of external support but will not be sustained without country ownership. Balaskas, et al (2009: 8) further discuss that the Paris Declaration places a strong emphasis on the need for recipient countries to exercise effective leadership over
their development policies and strategies, and co-ordinate development actions’. According to them, with assistance thoroughly aligned to recipient country leadership and development strategies, initiatives have a better chance of building local ownership and momentum such that its effects can be sustained beyond the scope of active funding.

Balaskas, et al (2009, V) study a strategic approach to sustainable development through ODA and discuss the need for a holistic approach to development that adequately balances social, economic, and environmental considerations. They further state that officials at the highest levels of international governance acknowledge the need for a holistic approach to development that adequately balances social, economic and environmental considerations. They discuss the need to build around a set of clear, comprehensive, and scientifically based principles that define socio-ecological sustainability.

According to Balaskas, et al (2009), Strategic Sustainable Development (SSD) addresses this need. SSD provides powerful decision-making support by supplementing a broad systems-level perspective (Balaskas, et al., 2009). It can be used as organizational framework for information and a method for prioritizing actions strategically towards sustainability; while allowing for economic and social viability to be well preserved (Balaskas, et al., 2009). Balaskas, et al (2009) state the need of ‘a framework for strategic sustainable ODA could help to have effective ODA development planning. They further discuss that adopting SSD approach, to official bilateral ODA, could result in effective development planning that yields lasting results in developing countries. They state that a Framework for Strategic Sustainable ODA (FSSDA), customised based on SSD to the needs of development agency offers guidance in planning for development towards sustainability. It can help in directing donor and recipient planners in generating holistic perspectives, setting the goal of development as an attractive and sustainable society, and it can help in providing a flexible decision-making framework to guide strategic planning (Balaskas, et al., 2009).

Using tacit knowledge properly and sustainably is key factor for organizations success. Zarzu and Scarlat (n. d) states that communication of tacit knowledge based on mutual understanding and relationships is helpful for CD and sustainability. Saint-Onge (1996: 14 - 15) states tacit knowledge determines how the organization makes decisions and shapes the collective behaviours of the members. The speed of change in this knowledge era requires that one place greater importance on the systemic renewal of the tacit knowledge for the sustainability of the firm (Saint-Onge, 1996). Renewing tacit knowledge means finding ways of making meaning from knowledge (Saint-Onge, 1996). In order to create value in intellectual capital, one must understand how
knowledge is formed and how people and organizations learn to use knowledge wisely (Saint-Onge, 1996). On the other hand, Njerimungai (2014: V) states that tacit knowledge is critical in an organization’s ability to sustain a long-term competitive advantage. According to Njerimungai (2014), the systematic process for acquiring, organizing, sustaining and renewing tacit knowledge of employees has enabled organizations to survive in a robust economy.

Knowledge is sustainable strategic resource if used wisely. On the other hand, according to (Mbhalati, 2010: 24), knowledge has become the new weapon which organisations employ for sustainable competitive advantage. According to Mbhalati (2010: 15), over the last two decades varies studies have been conducted based on the Knowledge-based View (KBV) which considers knowledge as a strategic resource for sustainable competitive advantage by modern entities; and confirm that adopting a knowledge-oriented strategy can lead to the development of a more productive workforce. KM effort has valuable role towards a firm's increased productivity (Mbhalati, 2010: 47).

Leadership plays key role to have sustainable use of knowledge. Feltman (2012, 124) states, middle and front-end managers who demonstrate transformational leadership attribute to develop and support knowledge culture. This essentially determines the success of KM programmes through developing a knowledge culture in their specific teams or divisions (Feltman, 2012). Feltman (2012, 125) further states that 'effective management and leadership are integral to each other and leadership at all managerial levels is required to develop a desired culture. Top level managers would also need to be appropriately trained in change management to ensure the sustainability of the effort put into ensuring KM'.

This section can be summarized that effective, efficient, and sustainable ODA TA knowledge use is in question. If development partners need to see impact from ODA TA projects and programs they need to see how the knowledge gained from this effort is utilised effectively, efficiently, and sustainably. There are opportunities and challenges to do so. These are discussed below.

2.2.10 Strategic opportunities and challenges of knowledge utilization

a/ Opportunities

In the contemporary 'knowledge economy' world, organizations need to utilize opportunities of knowledge that emanate both inside and outside organizations. According to Nicolai, et al (2013) external source of knowledge help to create strategic opportunities that firms can exploit and thereby gain competitive advantages. Zaghab (2011: 54) states, formal technical, scientific, and
other forms of codified knowledge have become increasingly exact with new research evidence and technology opportunities that are expanding daily. The availability and accessibility of codified knowledge leads one to assume that 'Agents' in international development do not suffer from a lack of knowledge relevant to economic and social development (Zaghab, 2011).

According to Anduvare (2015: 5), new advances in technology in the digital age have brought enormous opportunities for KM. Possibilities for enormous storage, accessibility, sharing, creation and dissemination of knowledge have been greatly enhanced through computer technologies (Anduvare, 2015). Technologies enable valuable knowledge to be remembered, via organisational learning and corporate memory; as well as enabling valuable knowledge to be published and widely disseminated to all stakeholders (Anduvare, 2015: 5).

b/ Challenges

According to Chigada (2014: 44), the pace at which new technologies are coming into the market brings new types of issues and challenges; therefore, management is also encouraged to adapt to these new technologies as a way of retaining knowledge in the organisation. Saint-Onge (1996: 14 - 15) states, the largest barrier to success in implementing change is the lack of fit between strategies and the organization's structures and culture. Organizations often respond to their business environment by adopting new strategies and developing the structures and processes to make them work (Saint-Onge, 1996). Desouza and Paquette (2011: 213) discuss, varies social, organisational, and individual barriers exist between knowledge producers and knowledge consumers, leading to non-utilization, underutilization, or misuse of knowledge. According to them, bridging the gap between knowledge generation and application is one of the main challenges of KM. Successful companies often reap the reward of consistent and systematic knowledge application and achieve sustained competitive advantage (Desouza and Paquette, 2011).

Mbhalati (2010: 360) discusses that low awareness was another challenge in practicing KM. Another key challenge, faced by most organisations and nations is the development of a skills base to sustain productivity; this implies that working and skills are inseparable (Mbhalati, 2010). Mbhalati (2010) further discusses that social variables are critical to the success of both KM and entrepreneurship. Anduvare (2015:6) discusses that organisational culture, strategy and leadership play great challenges to have effective KM in organizations. According to Chigada (2014: 55), the pace at which new technologies are coming into the market brings new types of issues and challenges; therefore, management is also encouraged to adapt to these new technologies as a way of retaining knowledge in the organisation.
According to Njerimungai (2014: 32), capturing tacit knowledge is not a straightforward routine and requires an extensive time commitment, tools and methods. Njerimungai (2014: 108) identifies three broad challenges that affect the management of tacit knowledge namely, individual, organizational, and technological challenges. According to Njerimungai (2014), on an individual level knowledge hoarding, individual working silos, and inaccessibility of persons with tacit knowledge; at the organizational level, trust, lack of cooperation, formal rigid structures and processes; on the technology, lack of customized platforms for tacit knowledge sharing were mentioned (Njerimungai, 2014).

Njerimungai (2014: 32) discusses individual barriers. In some cases, individuals shy away from sharing their knowledge at the risk of exposing their knowledge or lack of it. Njerimungai (2014: 33) further discusses organizational barriers that leaders in some organizations are barriers to tacit knowledge sharing. This is because they create bureaucratic and hierarchical organizational structures that are inflexible hence hindering communication (Njerimungai, 2014). In most organizations little or no trust among employees, trust is broken where individuals take credit without acknowledging the source of the knowledge (Njerimungai, 2014). 'After all, knowledge resides primarily within human heads; when ‘head count’ is reduced, inevitably the sum of knowledge within the organization is reduced, sometimes critically so' (Njerimungai, 2014: 33). 'Valuable tacit knowledge is lost especially when staff members who have been with an organization over a long period and have specialized skills and expertise exit without having their knowledge documented' (Njerimungai, 2014: 33). 'Restructuring and downsizing also leads to loss of valuable tacit knowledge in organizations' (Njerimungai, 2014: 32).

Dalkir (2007) identifies that the biggest barriers to KM and states the following:

i/ Knowledge is power - too often people see knowledge hoarding as a way to personal power.

ii/ The individual work bias of the past "I have to solve this all by myself" is shifting to a teamwork and a collaborative bias.

iii/ Local focus is often a perceived barrier to KM, which can be converted to a network focus by the establishment of communities of practice.

iv/ Trust problem can be a real barrier if the relationship of trust is missing. Trust will grow with face-to-face knowledge sharing.

v/ People are often afraid that errors will be penalized, and are therefore unwilling to share what they may see as failures.
People feel they are not paid to share. KM is often seen as not part of normal business. Preserving the value of our knowledge assets is not seen as core business.

People feel they have no time to share.

To discuss knowledge utilization challenges specific to ODA TA perspective, according to Zaghab (2011: 45), ODA process involves a number of challenges to the 'Host-Agent' progression through the input-throughput-output learning process. Constraints deeply influence how organizations bring in information, transform information into knowledge, and transfer useful knowledge to intended beneficiaries (Zaghab, 2011: 45). To properly address the influencing factors and unique environment of IDA, project development cycle requires special management approaches (Zaghab, 2011: 64). Each organization enters the development project with an existing base of knowledge and experience as well as an established capacity to address certain problems and challenges (Zaghab, 2011: 68). The local environment, the problems the organization faces, and their capabilities to address their problems are unique (Zaghab, 2011: 68). Given the social nature of knowledge, each Host-Agent relationship is also unique and complex (Zaghab, 2011: 68).

According to Balaskas, et al (2009: i), ODA donor agencies face several difficulties in ensuring aid effectiveness. These include, directing donor and recipient planners in generating holistic perspectives, setting the goal of development as an attractive and sustainable society, and providing a flexible decision-making framework to guide strategic planning. Balaskas et al (2009, 8) state that several critical and fundamentally interconnected areas of challenge to increasing ODA effectiveness recur throughout the reports. This is from the Paris and Accra High Level Forums on Aid Effectiveness as well as academic literature and studies reporting progress towards the Millennium Development Goals (Balaskas et al: 2009). These challenges include the need for recipient country ownership, the problem of aid fragmentation and the need for harmonization, concerns about aid conditionality, and undermining effect on normal democratic processes, the risk of fostering aid dependence, and the gap between donor commitments and expenditure (Balaskas et al, 2009).

According to Balaskas, et al (2009: 9), one of the most serious challenges facing aid effectiveness is the problem of conditionality. They state, donors being accountable to their own electorate, have a legitimate interest in ensuring that ODA is used responsibly and effectively. So are hard-pressed to offer money completely free of conditions (Balaskas, et al., 2009: 9). Unfortunately, conditionality are attached to TA, and loans are too often used by donors to influence recipient
policy, in ways that reveal imperfect knowledge or even disregard to the local environment (Balaskas, et al., 2009: 9).

To summarize this section, in the contemporary knowledge economy there are opportunities of knowledge that emanate from organizations internally and externally environment. The advancement of technology and knowledge become huge opportunity. Organizations should identify opportunities wisely and use them. Organizations also should understand challenges of knowledge use that emanate from internal and external environment of organizations. Some of the challenges related to individual, organizational, and technological. Challenges are also related to organizations strategy, structure, and culture fits. In addition, some of the challenges are related to the difference of interest among development partners. To have effective, efficient, and sustainable knowledge utilization, organizations should know all the challenges available and need to tackle them appropriately. Thus, opportunities and challenges discussed above should be understood by development partners in order to have proper ODA TA knowledge utilization in the Ethiopian public organizations for their strategic planning and strategic leadership practices.

2.2.11 Summary

In this chapter sub section, concepts and constructs, and some empirical evidences/practices of the research were discussed. These include KM, KM for strategic management and strategic leadership in public organizations, KM and knowledge utilizations partnership and collaboration, knowledge utilization, ODA TA, DTA projects and programs, development consulting, CB/CD, Effective, efficient, and sustainable use of knowledge, and strategic opportunities and challenges of knowledge use.

From this literature, it is evidenced that studying DA TA knowledge utilization for Ethiopia public organizations use of strategic planning and strategic leaderships is based on well-established concepts and constructs. The topic sub areas are also based on some examples of empirical evidences/practices. However, at research topic level, there are gaps of empirical evidences that suggests development partners and academicians do not give it proper attention. There are not also conclusive understanding among academicians regarding the nature, role, and impact of ODA TA, ODA CB/CD, and development consulting in relation to KM and knowledge utilization.

To utilize ODA TA knowledge wisely, it is imperative to understand effective, efficient, sustainable utilize of knowledge concepts and constructs, and empirical evidences. Besides, it is important to give attention strategic opportunities and challenges of ODA TA knowledge
utilization. ODA TA partnership and collaboration is also another area of discussion that needs attention. These were discussed under this sub chapter section, and it is learned that understanding ODA TA knowledge utilization is complex that demands systemic approach. Under the following sub chapter section theoretical framework are discussed.
2.3 Theoretical Framework

This part of the chapter focuses on theoretical framework. These include perspectives of knowledge in organization, and theories (the role of knowledge and in an organizational context). From theories, Resource-based View of the Firm (RBV) and Knowledge-based View of the Firm (KBV) are included.

2.3.1 Perspectives of knowledge in organization

Before discussing perspectives of knowledge in organization context, it would be worth to discuss a bit about overall perspective of knowledge. Based on Hislop (2013) work, different perspectives of knowledge are described.

a/ Hislop (2013, 28 - 43) discusses two major perspective of knowledge. These are the Objective Perspective on Knowledge and the Practice-Based Perspective on Knowledge.

i/ The Objectivist Perspective on Knowledge assumes that knowledge can take the form of a discrete entity, separate from people who may understand or use it. This acknowledges that knowledge can take different forms, most importantly between tacit and explicit knowledge. There is an assumption and optimism that much of the organizational knowledge possessed by workers can be codified into explicit form. Focus on the codification and collection of knowledge, create mechanisms to allow this knowledge base to searched and accessed. Such as setting up a searchable managerial implication with regard to how KM efforts should be organized and structured.

ii/ The Practice-Based Perspective on Knowledge conceptualizes knowledge not as a codifiable object/entity. But instead emphasizes the extent to which it is embedded within and inseparable from work activities or practices. Facilitate interpersonal knowledge sharing and processes of perspective making through drivers forms of interaction and communication.

In relation to the above two perspectives, according to Hislop (2013: 16), the following table summarizes 'competing epistemologies'.
Table 2.1 Competing Epistemologies of knowledge

<table>
<thead>
<tr>
<th>Author</th>
<th>Objectivist Perspective</th>
<th>Practice-based Perspectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Werr and Stjemberg (2003)</td>
<td>Knowledge as theory</td>
<td>Knowledge as practice</td>
</tr>
<tr>
<td>Empson (2001a)</td>
<td>Knowledge as an asset</td>
<td>Knowledge as process</td>
</tr>
<tr>
<td>Cook and Brown (1999)</td>
<td>Epistemology of possession</td>
<td>Epistemology of practice</td>
</tr>
<tr>
<td>McAdam and McCreedy (2000)</td>
<td>Knowledge as truth</td>
<td>Knowledge as social constructed</td>
</tr>
<tr>
<td>Scarbrough (1998)</td>
<td>'content' theory of knowledge</td>
<td>'Relational' view of knowledge</td>
</tr>
</tbody>
</table>

Source: Hislop (2013: 16)

To discuss perspectives of knowledge in organizations context, Jasimuddin (2012: 14 - 18) discusses four complementary views of developing perspectives of knowledge in organizations. These are:

i/ Newell et al forwards the structural perspective and the processual perspective.

ii/ Empson forwards knowledge as an asset and knowledge as a process.

iii/ Empson forwards knowledge perspective based on the dimensions surrounding the perspective: Purpose of research, disciplinary foundations; underlying paradigm, epistemological assumption; models of knowledge; and main levels of analysis.

iv/ Jakkubik forwards complementary views of knowledge: i/ the ontological view of knowledge (brute facts 'river, 'mountain', instructional facts e.g., 'company', 'marriage'). ii/ the epistemological view of knowledge. This is about objective and subjective statements about knowledge. Some believe that knowledge can be acquired, shared; knowledge is 'explicit' (knowledge is a more objective concept). And for those who believe that knowledge needs to be personally experienced, knowledge is 'tacit' (knowledge is more subjective concept). iii/ the commodity view of knowledge, is a managerial approach to knowledge, where knowledge is understood as a static organizational resource. iv/ the community view of knowledge, assumes that knowledge is not
static, but rather dynamic concept and that is created in social interactions. It is 'process-cantered approach' - processual view of knowledge is interpretive and it focuses on individual in social construct.

According to Hislop (2013: 5 - 6) one of the main criticism of the arguments made by knowledge-society or post-industrial theorists is that some service sector work such as consultancy and research can be classified as being knowledge intensive (Hislop, 2013). However, other types of service work such as security, fast and restaurant work is low skilled, repetitive, and routine (Hislop, 2013). As a result, to suggest that all service sector employment is knowledge-intensive work does not acknowledge the reality of much service sector work (Hislop, 2013: 6). Nevertheless, in this research context (DA TA consultancy service in Ethiopia public organization) is knowledge intensive. The following figure fits the study situation.

Figure 2.2 Characteristics of post-industrial society

Source: Hislop (2013: 4)

2.3.2 Theories - the role of knowledge in an organizational context

a/ Resource - based View of the Firm (RBV)

According to Tzortzaki and Mihiotis (2014: 29), RBV of the Firm was theorized by Penrose in 1959. According to Brown, et al (2015) RBV suggests that knowledge assets as competitive advantage; this view consider knowledge in an organization is the main source of competitive
advantage. Organizational knowledge assets that are valuable, rare, inimitable, and no substitutable could allow firms to differentiate themselves from competitors (Brown, et al., 2015).

Grant (2013: 14) states that during the 1990s, the focus of strategy analysis shifted from the sources of profit in the external environment to the sources of profit within the firm. Grant (2013: 14) further states that increasingly the resources and capabilities of the firm regarded as the main sources of competitive advantage and the primary basis for formulating strategy. This emphasis on what has been called RBV of the firm represented a substantial shift in thinking about strategy (Grant, 2013). Rather than firms pursuing similar strategies, as in seeking attractive markets and favourable competitive positions, emphasis on internal resources and capabilities has encouraged firms to identify how they are different from their competitors and design strategies that exploit these differences (Grant, 2013).

According to (Jasimuddin, 2012: 255), RBV focuses on internal resources and capabilities of a firm that are required at a time of the formulation of a strategy. In order to assess its strengths, helps to identify which resources will be available during strategy implementation that helps to gain competitive advantage in the relevant markets and industries (Jasimuddin, 2012). RBV postulates that the differences in organizational performance are most fundamentally driven to differences in firm resources and capabilities (Jasimuddin, 2012). Organization can assess its strengths and weakness, and then match them with the resources and capabilities at its disposal (Jasimuddin, 2012).

b/ Knowledge - based View of the Firm (KBV)

According to (Mbhalati, 2010: xxiii), the KBV has been popularised by the seminal work of Peter Drucker and Nonaka in the early half of the 90s where knowledge is a fundamental resource for people, while conventional production factors such as land, labour, and capital are secondary - knowledge is the primary resource for individuals and for the economy. The KBV strategic role of knowledge in organisations genesis is traced from the theories of classical scholars such as Socrates, Plato, and Aristotle (Mbhalati, 2010: xxiii). On the other hand, according to Jasimuddin (2012: 19), KBV theory was postulated by Grant in 1997 who argues that the transition from an industrial society to a knowledge-based society has led to an increasing focus on knowledge as the most important resource for organizations. For Grant (2013, 796), this view, regards the firm as a pool of knowledge assets and the key challenge of management is to integrate the specialized knowledge of organizational members into the production of goods and services.
The emphasis of pre 1960s (earlier literature) was on knowledge creation and organizational knowledge; however, Grant (1996: 120 - 121) 'placing emphasis upon knowledge application and the role of individual'. According to him, the emphases should be upon the role of the individual as the primary actor in knowledge creation and the principal repository of knowledge. He considers knowledge as residing within the individual, and the primary role of the organization is knowledge application rather than knowledge creation. The resulting theory has had the bases of organizational capability (Grant, 1996).

According to Jasimuddin (2012: 260) 'KBV of the firm is actually an extinction of RBV of the firm in that the former conceptualizes firms as knowledge-based organizations; viewing firms from a knowledge-based perspective has sparked the need for KM issues in strategic management field'. Jasimuddin (2012) further discusses that the contributions in strategic management have been in the area of the KBV. By building on the notion of knowledge, the strategic management field helps to generate competitive advantages for organizations (Jasimuddin, 2012). Jasimuddin (2012: 263) states the pervasive role of knowledge that one of the key strategic management processes of an organization is to scan and analyse its environments, retrieving and utilizing knowledge. Doing these help to assess the organization own strengths and weaknesses in terms of its own resources and capabilities (Jasimuddin, 2012).

Tzortzaki and Mihiotis (2014: 33) discuss that 'when theorists of the knowledge-based theory refer to “knowledge”, they mainly examine issues surrounding knowledge that is held in employees’ heads - implicit knowledge. Whereas, not coded in an information system - explicit knowledge'. According to Tzortzaki and Mihiotis (2014: 33), there are inherent difficulties in applying this theory because implicit knowledge cannot be easily captured and stored for future use. It is unique and difficult to imitate or purchase, as it is context-specific, experience based and part of a company’s procedures and routines (Tzortzaki and Mihiotis, 2014).

According to Tzortzaki and Mihiotis (2014: 33), 'not in conflict but in parallel to the knowledge based theory several strategy theorists develop the dynamic capabilities theory'. This theory emphasizes that for a company to maintain sustainability of its competitive advantage, it needs to develop and renew its external and internal competences. According to Tzortzaki and Mihiotis (2014), 'this is a departure from Porter’s (1985) five force competitive strategy theory and Penrose’s (1959) RBV of the firm, because both these conjectures lack a systemic view of the inter linkage of a company’s internal resources and its external market positioning'. According to Tzortzaki and Mihiotis (2014: 33), dynamic capability emphasize that knowledge is constantly renewed and developed.
Tzortzaki and Mihiotis (2014: 33) further state that knowledge is not seen as an organizational asset or a static object. 'Measuring knowledge in the “dynamic knowledge based activity system” is not about measuring its sources, but about measuring “the effectiveness of leveraging” its sources to keep moving towards the planned outcomes' (Tzortzaki and Mihiotis, 2014). Tzortzaki and Mihiotis (2014: 33) believe that such situation 'aptly mirrors today's turbulent organization reality'.

According to Krzakiewicz (2013: 12), the dynamic capabilities paradigm is related to long-term success and opens up perspectives for the all-encompassing analysis of various business strategy aspects. Especially those are crucial in ensuring a firm’s long-term success, such as entrepreneurship, change management or knowledge-based competitiveness (Krzakiewicz (2013). 'The concept of dynamic capabilities reveals what in fact amounts to a new mechanism of developing competitive advantages, one that is characteristic of innovative, information driven economy' (Krzakiewicz, 2013). This mechanism is founded not just on the firm’s pool of tacit knowledge (its key strategic asset), but primarily on the firm’s ability to capture economic returns from its knowledge assets (Krzakiewicz, 2013).

c/ RBV and KBV together

One way to another, both RBV and KBV consider knowledge as resource and asset that demands effective, efficient, and sustainable use of knowledge. Knowledge supported by organizational dynamic capability and competency can makes a difference.

Taking Microsoft as an example, Brown, et al (2015: 238) disclose the importance of knowledge assets. According to them, Microsoft net value was estimated by examining its market value based on stock prices minus net assets; the enormous difference was attributed to the knowledge held by individuals and the organization (e.g., routines, best practices). Brown, et al (2015: 238) further discuss that knowledge assets began to appear on a few firms' balance sheets in their annual reports; hence, there is a growing awareness and consensus that knowledge or intellectual capital will enable firms to differentiate themselves from others and to compete effectively in the marketplace. Brown, et al (2015: 238) also state that forty percent of the U.S. economy is directly attributable to the creation of intellectual capital; and over 10 percent of the GDP in the developed countries is being reinvested in knowledge development.

Laudon and Laudon (2014: 449) state that 'we live in an information economy in which the major source of wealth and prosperity is the production and distribution of information and knowledge'. 
According to them, an estimated 37 percent of the United States of America (USA) labour force consists of knowledge and information workers, the largest single segment of the labour force. About 45 percent of Gross Domestic Product (GDP) of the USA is generated by the knowledge and information sectors. Laudon and Laudon (2014: 450) further discuss that 'knowledge-based core competencies of firms - the two or three things that an organization does best - are key organizational assets'. They state that knowing how to do things effectively and efficiently in ways that other organizations cannot duplicate is a primary source of profit and competitive advantage that cannot be purchased easily by competitors in the marketplace. According to them, with knowledge, firms become more efficient and effective in their use of scarce resources; and without knowledge, firms become less efficient and less effective in their use of resources and ultimately fail.

Asmal and Khan (2000) asked whether knowledge economy is being proved fact not fiction. They asked this question in 2000 in relation to knowledge technology, communications, and information in globalization context. It is true, yes, after 17 years it becomes apparent that the world is living in the era of knowledge economy.

**d/ knowledge for strategic management**

According to Jasimuddin (2012: 273), strategic management is referred to as the process by which an organization incorporates the tools and frameworks for environmental scanning (both external and internal), strategy formulation (strategic planning), strategy implementation, and evaluation and control to generate and enhance sustainable competitive advantage over its rivals. Jasimuddin (2012: 254 - 260) further discusses that in contemporary research and practice of strategic management include among others strategic leadership, dynamic capabilities, strategic entrepreneurship, the KBV of the firm, the strategy process, the strategy context, strategic choices, corporate strategies, international strategies, and corporate governance.

Jasimuddin (2012: 273), in his extended discussion states further that there is a need to have an integrated approach that recognizes the importance of organizational knowledge for business strategy formulation. Similarity, strategic management principles and concepts play a role in developing an appropriate strategy for KM initiatives. It is also noted that the management of knowledge is regarded as an essential part of strategic management (Jasimuddin, 2012: 273). That is, organizational knowledge is a key ingredient for the success of strategy formulation (Jasimuddin, 2012: 273). Hence, it is important to understand how KM is related to the various
The strategic management process (Jasimuddin, 2012: 273). The following figure would explain better knowledge and strategy/strategic management link.

Figure 2.3 A high-level Zack framework-based strategic knowledge gap analysis

According to Jasimuddin (2012: 259), 'KBV posits that the primary rationale for a firm is the creation and application of knowledge, given that organizational knowledge is the strategic resources that seem to provide a sustainable competitive advantage'. 'Hence, a firm's strategy formulation should focus primarily on the exploration and exploitation of organizational knowledge as well as the competitive capabilities derived from it' (Jasimuddin, 2012: 259).

Dunford (2000: 295) states that 'within the field of strategic management two major theoretical traditions have developed around the attempt to explain the basis for competitive advantage'. According to (Dunford, 2000: 295), the classic industrial economics based theories focus on the characteristics of the industry in which a firm competes. The key determinant of the average performance of firms is seen as the "attractiveness" of the industry (high barriers to entry, relatively powerless competitors, suppliers and buyers, little threat of substitute products) (Dunford, 2000: 295).

According to Dunford (2000: 295), the second theoretical tradition is the "RBV of the firm". Dunford (2000) states, 'RBV looks inside the firm and argues that sustainable competitive
advantage can accrue to a firm which has a resource that is valuable (i.e. enhance competitiveness), rare (amongst competitors), difficult for competitors to imitate and able to deliver to customers/ clients products or services that embody that resource'. 'From this perspective, the reason why some firms perform very well in highly "unattractive" industries, is that performance is more dependent on the capacity to leverage such resources than on the ability to "ride the wave" of an attractive industry' (Dunford, 2000). According to (Dunford, 2000: 295), RBV focuses that the resources upon which firms compete are increasingly likely to be knowledge rather than the ownership of land or access to capital. 'With this development has come burgeoning attention to "KM" and "knowledge strategy" (Dunford, 2000: 296). Barney (1991) discusses that a firm's resources will be a source of competitive advantage if the resources are valuable, rare, inimitable and not substitutable.

Bierly III, et.al (2000: 595) discuss that 'strategic analysis then follows a continuous path of: identification of a firm's resources and capabilities; appraisal of the rent-generating potential of the resources and capabilities; determination of how to best exploit the resources and capabilities (the strategy); and identification of resource gaps that need to be filled if the firm is to be successful in the future and the attempt to fill these gaps'. Bierly III, et al (2000: 596) discuss further that 'research on the RBV of the firm illustrates that for most firms knowledge is the most important strategic resource and that the capability to create, integrate and apply knowledge is critical to the development of sustainable competitive advantages'.

Bierly III, et al (2000: 596) further discuss that the KBV of the firm has emerged, which identifies the primary rationale for the firm as the creation and application of knowledge.

According to Bierly III, et.al (2000: 596) the major critique of the knowledge-based approach to strategy is that it is based on the underlying assumption that more information and knowledge lead to greater success, but difficult to test this assumption and is not supported by empirical evidences. Bierly III, et al (2000: 596) discuss that firm investment in information technologies may have differential effects on productivity, consumer surplus, and performance; although knowledge should impact organizational performance, there is evidence that explicit link between strategic choices and the application of organizational knowledge. There needs to be a shift from a focus of maximizing efficiency (or one's knowledge base) to a central concern with making difficult (strategic) decisions that involve trade-offs concerning products, markets and technologies (Bierly III, et al., 2000). The focus should also extend to the social and environmental issues surrounding organizations. And knowledge base may be needed to understand, interpret, and integrate the information (Bierly III, et al., 2000).
e/ knowledge for strategic leadership

According to Yukl (2013: 273), organizational effectiveness is the long-term prosperity and survival of the organization; and it is determined by determinants of organizational performance. He further discusses that leaders can influence organizational performance in several ways. These include decisions about the competitive strategy, human resources, the management programs, systems, organizational structure, adapt their environment, acquire necessary resources, and conduct operations in efficient ways, and understand the trade-offs and potential synergies (Yukl, 2013: 273).

According to Jasimuddin (2012: 259), strategic leadership refers to manager's ability to articulate a strategic vision for a firm, and to motivate others to do things in efficient and an effective manner. Strategic leadership is concerned with managing the strategy-making process to increase the performance of an organization, thereby increasing the value (Jasimuddin, 2012: 259). Whereas, strategic leaders are people who are responsible for the design and execution of the strategic management process (Jasimuddin, 2012: 259).

According to Hislop (2013: 247), the transformational leadership perspective makes a relatively sharp distinction between leadership and management. While management is focused upon operational issues and is concerned with the day-to-day management of people and resources, transformational leadership by contrast is more focused on strategic issues and long-term matters such as developing and communicating a future vision that people can inspired and motivated by (Hislop, 2013). He further discusses that a growing body of empirical evidences suggest that varies leadership styles are positively related to level of knowledge sharing with organizations, which suggest that KM initiatives can be facilitated by effective and appropriate leadership.

According to the World in 2020 report- the Future Agenda Project (n. d), to be successful in their respective organization in this highly dynamic world, the future leaders need to have both transformational and transactional leadership competencies; these competencies categorized into strategic thinking, innovative thinking, and situation management.

The World in 2020 report- the Future Agenda Project (n. d: 6 - 15) further states that cotemporary leaders needs to understand 10 trends including 'the future of differentiated knowledge':-

"One of the 10 trends in the world is 'the future of differentiated knowledge', Thomas Friedman, the Pulitzer Prize—winning author of The World Is Flat, in which he said: “As information is shared globally and insight is commoditized, the best returns go to those who can produce nonstandard, differentiated knowledge.” This is the essence of innovation and can be generated
only by finely tuned critical thinking skills that enhance the ability of managers to synthesize information—many leaders may stare at the same set of facts but not all are equipped to draw “winning” conclusions. Which raises the question: How will you harness the insights of leaders within your organization and channel these insights toward greater degrees of innovation?”

According to Yukl (2013: 406 - 407), in the contemporary world there are about 10 leadership functions/the essence of effective leadership. According to him, one of this is 'encourage and facilitate collective learning'. In a highly competitive and turbulent environment, continuous learning and innovation are essential for the survival and prosperity of an organization (Yukl, 2013). According to him, members must collectively learn better ways to work together towards common objectives. Effective leaders encourage and facilitate collective learning and innovation (Yukl (2013). One would say, this function of leadership has direct link with KM and/or KM as an additional leadership function could be forwarded. Yukl (2013) also discusses that top executives in business organizations should monitor the external environment and formulate a competitive strategy. This statement would work for public organizations as well and doing these needs strong KM competency.

f/ knowledge utilization/application, wisdom

According to Jasimuddin (2012), whenever the knowledge-based society is discussed, the notion of organizational knowledge is treated as a source of power. Jasimuddin (2012: 148) states that though organizations are different in the management and application of knowledge, each organizations must have at least some basic attributes and capabilities that can be used to label it as knowledge-intensive. Jasimuddin (2012: 20) further discusses that the utilization of knowledge within an organization helps to make strategic decisions, to understand changes in the external environment, and to create new knowledge.

To help the business transformations today, Shukla (n. d: 394) proposes a dynamic capability, which is called the knowledge utilization capability. This capability results in new knowledge or modifications in the existing system of knowledge; via the interactions among the various sub systems or parts of the knowledge flow system (Shukla, n. d: 394). The knowledge utilization capability builds upon certain inter-organizational mechanisms and processes (Shukla, n. d: 395). Interpersonal linkages imply the characteristics of learning organizations (Shukla, n. d: 395). The learning capability of an organization thrives on such learning mechanisms like linkages (Shukla, n. d: 395).
Desouza and Paquette (2011: 213) emphasize systemic utilization of knowledge and states that for an organization, the ultimate goal of managing knowledge is to increase profit by improving the efficiency of operations, increasing the quality and quantity of innovations, and enhancing competitiveness. However, the desired benefits cannot be achieved without knowledge collected being effectively applied within the firm (Desouza and Paquette, 2011). Therefore, members at all levels of the organization need to make a systematic effort to utilize the knowledge available at different points of their activities, such as decision-making (Desouza and Paquette, 2011).

In discussing knowledge utilization, it is important to show knowledge utilization in the wider framework of KM. Dalkir (2011) presents model indicated in figure 2.4 that describes knowledge utilization as part of KM cycle.

Figure 2.4 An integral KM cycle, knowledge utilization as part of KM cycle

![An integral KM cycle, knowledge utilization as part of KM cycle](image)

Source: Dalkir (2011)

According to Pfeffer and Sutton (1999: 105), knowing about the knowing-doing gap is different from doing something about it. According to them, understanding causes is helpful because such understanding can guide action. But, by itself, this knowing is insufficient, action must occur (Pfeffer and Sutton: 1999). At the end of so many books and seminars, leaders report being enlightened and wiser, but not much happens in their organizations (Pfeffer and Sutton: 1999). Nevertheless, action by itself is not enough. Besides, knowledge application is not enough. Will see this below.

According to Bierly III, et al (2000: 595), to improve our understanding of the impact of organizational learning and knowledge on competitive advantage, they proposed framework that includes the constructs of data, information, knowledge, and wisdom. They state that each of these...
constructs is then associated with a different type of learning. They further argue and point out that wisdom is an important, albeit missing, construct in the KBV. A key to organizational wisdom is judgement and decision-making, which requires an understanding of the complexity of a situation, but also requires the ability to make sense and simplify so that action can be taken (Bierly III, *et al.*, 2000: 595).

Bierly III, *et al* (2000: 596) further discuss that organizational wisdom which is ‘the ability to effectively choose and apply the appropriate knowledge in a given situation’. They state that ‘success does not necessarily go to the firms that know the most, but to the firms that can make the best use of what they know and know what is strategically most important to the firm and to the society at large’. According to them, what kind of knowledge to select, apply, and institutionalize in the firm, is so important. The process includes filter information, making the decision and acting requires the simplification of information and knowledge, and channelling complexity of the situation (Bierly III, *et al*, 2000). According to them, this helps that critical knowledge areas dominate the decision making process. Additionally, the complex information and knowledge must be evaluated in a broad, holistic framework (Bierly III, *et al.*, 2000). This simplification and evaluation of knowledge requires judgement; the judgement, selection and use of specific knowledge for a specific context is organizational wisdom (Bierly III, *et al*, 2000). That is, wisdom relates to the ability to effectively choose and apply the appropriate knowledge in a given situation (Bierly III, *et al*, 2000).

Bierly III, *et al* (2000: 597) develop a framework that differentiate data, information, knowledge, and wisdom. They state that to make the concept of organizational knowledge more useful to the field of strategic management, a framework that differentiates data, information, and knowledge, and introduces the concept of organizational wisdom in understanding how a firm makes best use of its knowledge. They argue that organizational wisdom involves both the collection, transference, and integration of individuals' wisdom and the use of institutional and social processes (e.g. structure, culture, routines). Organizational wisdom is concerned with making decisions (judgements) intended to change the conduct of organizational actors; it is an action-oriented construct (Bierly III, *et al*, 2000). The framework presented in figure 2.5.

In addition, firms need to establish a coordinated effort towards applying their knowledge with courage and creativity, and organizations decision makers should encourage loyalty and trust besides good knowledge (Bierly III, *et al.*, 2000: 613).
They further state that wisdom must be transferred throughout the organization. This will not happen unless the concept of organizational wisdom is understood and valued throughout the organization; and organizational leadership, culture, and structure are specifically focused toward facilitating its development and transfer (Bierly III, et al., 2000: 613). They state that 'it is important to realize that precision in using words also contributes to wisdom, as argued by Confucius, ‘“If words are not right, judgements are not clear’ (Bierly III, et al., 2000: 614). ‘Contributing to our collective wisdom by helping to make clearer the distinction between knowledge and wisdom; of course, since wisdom also implies action, we cannot predict its real contribution until it is read' (Bierly III, et al., 2000: 614)

Figure 2.5: Data, information, knowledge and wisdom framework

2.3.3 Summary

As evidenced above the research topic sub areas are based on theoretical frameworks in organization context. Knowledge is key asset that should be used dynamically and wisely for strategic planning and strategic leadership. To do so, Ethiopia public organizations strategic leaders and strategic managers can play key role under their strategic management and strategic
leadership practices. In the first sub section of this chapter ODA TA knowledge utilization in public organization context was discussed; this and theories discussed above can underpin the study to go forward. However, there is no integrated theory that fits directly the research topic (ODA TA knowledge utilization for public organizations for the use of strategic planning and strategic leadership practices). This situation can be compensated by the forwarded theory that was envisaged under previous chapter (chapter one).
2.4 Ethiopia Context

This part of the chapter focuses on Ethiopia context. These include Ethiopia and Ethiopia economy, strategic management and strategic leadership practice, DA TA, DA TA projects and programs, development consulting, CD, KM, and knowledge utilization, Knowledge use collaboration and partnership, effective, efficient and sustainable use of knowledge, and strategic knowledge use challenges and opportunities.

2.4.1 Ethiopia and the Ethiopia economy

According to United States of America Central Intelligence Agency - CIA (2015), Ethiopia is a country with 1,104,300 square km area. Based on July 2015 estimate, the country has population of 99,465,819 with 2.89 annual population growth rate (CIA, 2015). Based on 2014 estimate the country had GDP (purchasing power parity) 139.4 billion USD, GDP per capita (PPP) 1500 USD (which is among the lowest in the world), GDP official exchange rate $52.34 billion, and GDP real growth rate of 10.3% (CIA, 2015).

Ethiopia is the second most populous country in Sub-Saharan Africa, and one of the poorest in the world; while GDP growth has remained high, per capita income is among the lowest in the world (CountryWatch, 2015). EU (2014: 1) states that Ethiopia is a low-income country with a per capita GDP official exchange of USD 409 in 2012. It ranks 173 out of 186 countries in the Human Development Index for 2013, with pro-poor expenditures representing around 70% of government disbursements in 2011/12 (EU, 2014).

Nevertheless, according to Ethiopia Ministry of Finance and Economic Development (MOFED) (2010: 9), since 2003/04, Ethiopia economy has shifted to a higher growth trajectory and the growth momentum has been sustained during the Plan for Accelerated and Sustained Development to end Poverty (PASDEP). The plan was a five years program (2005/06-2009/10). Ethiopia. MOFED (2010: 9) discusses the plan achievement by stating that an average of 11% economy growth per annum was registered. It states also that the country long-term vision is to become a middle-income country by 2020 - 2023. 'During the PASDEP implementation period, high and sustained economic growth and significant social and human development results were realized. During the same period the economy grew on average at 11% per annum' (Ethiopia. MOFED, 2010: 9). 'By sustaining the current economic growth over the next five years period, the government aims to achieve the MDG targets by 2015 and its longer term vision of being a middle income country by 2020 - 2023’ (Ethiopia. MOFED, 2010: 9).
Ethiopia. MOFED (2010: 9) further discusses that 'the government has formulated the five year Growth and Transformation Plan (GTP) (2010/2011 - 2014/2015) to carry forward the important strategic directions pursued in the PASDEP. The GTP is directed towards achieving Ethiopia’s long term vision and sustaining the rapid and broad based economic growth (Ethiopia MOFED: 2010). The economy growth anchored on the experiences that has been drawn from implementing development policies and strategies and undertaking policy measures for the challenges that has been surfaced in the course of implementation' (Ethiopia MOFED, 2010: 9). 'The overriding development agenda of GTP is to sustain rapid and broad-based growth path witnessed during the past several years and eventually end poverty' (Ethiopia MOFED, 2010: 9).

Ethiopia. MOFED (2010) further states that the Ethiopian development vision underlying it's GTP is 'to become a country where democratic rule, good governance and social justice reigns, upon the involvement and free will of its people and once extricating itself from poverty to reach the level of a middle income economy as of 2020-2023'. Ethiopia MOFED (2010) further states that 'related to economic and social development the vision includes building an economy which has a modern and productive agricultural sector with enhanced technology and an industrial sector that plays a leading role in the economy sustaining economic development, securing social justice, and increasing per capita income of the citizens'. However, according to Ethiopia MOFED (2015), the country seems revised its long-term vision; it is working on poverty reduction and growth with a national vision of becoming a middle-income country by 2025, not by 2020 - 2023. And there is emphasis in the integration of poverty reduction and growth (Ethiopia. MOFED, 2015).

EU (2014: 1) states that Ethiopia make impressive progress towards its Millennium Development Goals (MDGs). Ethiopia reduced the proportion of its population living below the poverty line from 38.7% in 2004/5 to 29.6 % in 2010/11. In this period Ethiopia also experienced rapid and sustained economic growth averaging around 10.6 percent a year (EU, 2014).

According to Assefa, Bienen & Ciuriak (2013: 203), Ethiopia is in the midst of a sustained growth surge that is becoming increasingly broad based. It includes building on major improvements in educational attainment, improved health outcomes, and infrastructure capacity in terms of access to power, transportation and telecommunications (Assefa et al., 2013). According to them, the Government’s GTP that sets ambitious targets for further improvements. Areas for improvement include significant reforms aiming to improve trade logistics, by rolling-out the authorized economic operator program across export-oriented industry parks, and improving the main export corridor to Djibouti (Assefa et al., 2013). Besides, they state that 'this industrialization push coincides with global trends that provide Ethiopia an opportunity to integrate its economy into the
modern “Made in the World” production system. Including by attracting labour-intensive production, which is leaving China and other East Asian economies due to their rising wage rates’ (Assefa, et al., 2013: 203).

According to Assefa et al (2013: 240), the macroeconomic overview identifies a number of positive features in Ethiopia’s macroeconomic performance. These include strong growth, based on an increasingly diversified economy, stable non-food price inflation, increasing exports to a diversified range of markets, an improved trade balance, and generally stable economic policies and a solid investor protection framework (Assefa, et al., 2013: 240). 'Indeed, by some metrics, Ethiopia’s performance has moved it into the league of major emerging markets' (Assefa, et al., 2013: 240). At the same time, their assessment agrees with the view concerning Ethiopia’s two key challenges to sustain economic performance: high and volatile headline inflation rate and negative real interest rates, which generate diverse macroeconomic management challenges and constrain savings growth needed to fuel investment (Assefa, et al., 2013: 240).

CountryWatch (2015: 79 - 80) based on its update of 2014 discusses the nature of Ethiopia's agriculture based economy while agrees GDP growth that 'GDP expanding at an annual average rate of 11 % from 2004 to 2009'. It further states that the Ethiopian economy is based on agriculture, which accounts for half of GDP and about 60 % of export earnings. Following the cessation of hostilities with Eritrea in 2000, Ethiopia embarked on an IMF-supported Poverty Reduction and Growth Facility (PRGF) program that helped restore macroeconomic stability; then donor assistance rose rapidly (CountryWatch, 2015).

Country Watch (2015: 80) further states that the government recently implemented a five-year growth and transformation plan. It indicates that success of the plan will depend on giving room for the private sector to flourish and the ability to maintain a low risk of debt distress. CountryWatch (2015) further indicates, Ethiopia's economy continues on its state-led Growth and Transformation. It further states, the five-year economic plan has achieved high single- digit growth rates through government-led infrastructure expansion and commercial agriculture development. Ethiopia in 2014 continued construction of its Grand Renaissance Dam on the Nile - a $5 billion effort to develop electricity for domestic consumption and export (CountryWatch, 2015: 80). In July 2014, Ethiopia's government announced the country would start setting up a new industrial park in September and would expand another at a total cost of $250 million (CountryWatch, 2015: 80). The moves were aimed at diversifying the economy away from farming as well as attracting investors who are moving some manufacturing from China and other Asian markets (CountryWatch, 2015: 80).

To summarize this section, Ethiopia Economy is dependent on domestic and foreign aid resources among others. The country Economy is growing fast. For this growth, the contribution of ODA seems significant. However, there is no a clear measure and there is no empirical evidence that shows the contribution of ODA for the GDP in quantitative terms. Nevertheless, reasonably and logically ODA seems play key role in overall Ethiopia economy including poverty reduction. But, on the other side, the challenge is, there would be drawbacks that affect the overall country growth and development. That needs study to get empirical evidence. For example, what will happen if DA stops? What can be conclude from this section is that Ethiopia Economy is partially dependent on DA. Development partners need to understand the situation wisely based on clear evidences. They need knowledge on this important topic.

2.4.2 Strategic management and strategic leadership practices

From previous chapter it was discussed that business strategy concepts and tools including competitive strategy can add value for public organizations as they have to be efficient, effective, and sustainable in their use of resources and assets. For example, it was discussed that a good strategy is one that adds value and based on 'innovative economy'. Strategic planning process of not-for-profits needs to be designed so that mission, goals, resource allocation, and performance targets are closely aligned (Grant, 2013). Firms should exploit external source of knowledge to be competitive. Strategy management concepts and tools can be applied in public/government organizations to have effective and efficient strategy planning and implementation. In countries where government plays a big role in investment - For example for China's state capitalism strategic planning would play a big role (Grant, 2013).

The current government of Ethiopia claims, it has some similarity with 'Asia Tiger States' in terms of political economy ideology - called 'Developmental State', sometimes also called 'Developmental Democratic State'. Usually Ethiopia government organizations (public service

To summarize this section, based on the above discussion, previous sections of this chapter, and referring to previous chapter, studying Ethiopia organizations in knowledge utilization for strategic planning and leadership practice is worthy. Strategic management and strategy dynamism are linked to strategic leadership. A good strategy may need good strategic leadership based on vision, inspiration, adoption, flexibility, and commitment. A good strategic management with good strategic leadership would lead to result oriented decisions. For leaders and organizations to be effective, efficient, and act with contemporary sustainability issues, they need to have good KM competencies. Knowledge if not utilized/applied does not has value. In fact, the knowledge utilization/application should be also right with right context based on dynamism - that leads to wisdom. If so, Ethiopian organizations and their associated leadership would add more value in making a difference on poverty reduction and growth to achieve the stated vision - to become middle-income country status by 2025 and beyond that. Such situation and practice can be applied in different sectors and different issues of the public organizations of Ethiopia. However, in this research context the focus is on ODA TA. This is discussed below.

2.4.3 Development aid technical assistance

Gebregziabher (2014) discuses overall history of ODA support to Ethiopia. According to him, for the period 1960-2009, Ethiopia has been one of recipient of ODA. This Aid affects GDP, investment, and imports positively (Gebregziabher, 2014: 520). Gebregziabher (2014: 521 -522) states that 'Ethiopia, harbouring one of the most impoverished economies in the world, has to date seen massive influx of ODA and is currently the largest recipient in the globe (at $3.8 billion in 2009, about 10 per cent of total ODA net-disbursements)'. According to him, in the pre-1974 period, an upward trend can be detected in all variables. GDP has been steadily increasing in the 1960s, whereas aid inflows increased slowly (Gebregziabher, 2014). As of 1974, GDP grew slowly and experienced large drops associated with the war with Somalia (1977–1978) and the famine in 1984/1985, the latter caused aid to escalate dramatically (Gebregziabher, 2014). The Derg period (1974 - 1991), witnessed a drastic decline in aid flows (excluding emergency relief); the bulk of the reduction in aid was because of a decline in bilateral aid, whereas multilateral aid continued to rise slowly (Gebregziabher, 2014)

Gebregziabher (2014: 523) further states that since 1991, Ethiopia has become one of the largest recipients of ODA. The incumbent EPRDF regime assumed power in 1991 and launched
IMF/WB sponsored stabilization and structural adjustment programs in 1992' (Gebregziabher, 2014: 523). GDP has been rising, notwithstanding some pronounced fluctuations related to, inter alia, the war with Eritrea (1998–2000) and the drought in 2002/2003 (Gebregziabher, 2014). 'In the past couple of decades, aid flows, particularly the multilateral component, were volatile and fluctuated considerably' (Gebregziabher, 2014: 523). The 1990s saw a steady decline in multilateral aid, which was mainly associated with donor policy conditionality (Gebregziabher, 2014). Since the early 1990s, the Bretton Woods institutions have been imposing policy conditionalities and cutting back on their aid funding when the government failed to comply (Gebregziabher, 2014). According to him, in the past few years, the country has become one of the highest aid recipients in the globe; of the aggregate aid inflows in the post-1991 period, 48 per cent came from multilateral donors, and about 80 per cent constituted grants.

ODA plays significant role in Ethiopia Economy. From ODA, Development Assistance Group (DAG) donors take the major share. DAG members are committed to support Ethiopia in implementing the post-2015 goals and achieve middle-income status by 2025 (DAG, 2014). According to DAG (2014: 4), since its establishment in 2001, DAG has supported the Government of Ethiopia to boost its capacity, to implement national development strategies, to eradicate poverty, and to have sustainable development. DAG (2014) also discusses that 'beginning with the consultations for the Sustainable Development and Poverty Reduction Programme (SDPRP); and the underlying MDG needs assessment (2002/3 to 2004/5) through to the GTP I (2010/11 - 2015/16); the DAG has provided support to the Government of Ethiopia to realize its poverty-reduction objectives'.

According (DAG) (2014), in 2012 the country received USD 3.3 billion (including USD 435 million in humanitarian aid) in ODA. By the time, the total volume of aid in Ethiopia remains significant, which was USD 36 per capita remains below the sub-Saharan average of USD 50 per capita. Grants make up 77% of ODA in Ethiopia, while concessional (soft) loans constitute 23% of total ODA to Ethiopia (DAG, 2014). The ODA was about one third of the government annual official budget. According to DAG (2014), the source was from the 22 bilateral and 24 multilateral organizations (DAG + others) that actively supporting Ethiopia. In 2012, the top five providers of ODA (considering only resources from core contributions for multilateral organizations) were the WB’s IDA (USD 751 million); the United States (USD 733 million); the United Kingdom (USD 422 million); the EU (USD 239 million); and Canada (USD 123 million) (DAG, 2014).
DAG (2014) also states that, in 2013, total ODA to Ethiopia was USD 3.9 billion. And Aid on-budget reached USD 2.9 billion from July 2013 to June 2014 (this figure includes sources from China, India, and Saudi Arabi, etc). From this, that ODA provided the share of grant compare to loans, the grant (development aid) was 68%. According to DAG (2014: 1), for the reporting period of July 2013 - June 2014, 27 DAG members provided a total of USD 3.1 billion in grants and concessional finance.

DAG (2014: 5) further discusses, the GTP II (2015/2016 - 2020/2021) will incorporate the Climate Resilient Green Economy (CRGE) strategy and place a special emphasis on economic and structural transformation. It also discloses that 'The DAG Pooled Fund is currently supporting the National Planning Commission (NPC) to develop the indicators for GTP II. This will put the country on the path of reaching middle-income country status by 2025 without increasing net greenhouse gas emissions while also protecting itself against the negative impacts of climate change'. DAG (2015) indicates that DAG comprises 28 bilateral and multilateral development agencies providing development co-operation to Ethiopia. The Government continued receiving grants and financing from DAG and other sources (non-DAG donors).

To see Ethiopia development cooperation overall situation and environment, OECD (2010, 203) states that as a pilot country for aid effectiveness since 2002, Ethiopia was an ambitious performer against the Paris commitments. It further states that though there were some challenges, there were good ownership, alignment, and harmonization towards aid effectiveness. (OECD, 2010) states that the DAG had set out an accelerated schedule to meet Paris targets. Several major donors were providing budget support, and preparing to scale up their assistance (OECD, 2010). However, as a result of post-election events in 2005, deterioration in governance, and reluctance by the government to recognise humanitarian issues, a “trust gap” emerged between donors and government, and donors suspended their direct budget support' (OECD, 2010). To prevent a decline in pro-poor services, they instead created the Protection of Basic Services (PBS) Project (OECD, 2010). PBS funds were earmarked at the regional and woreda (district) level for education, health, water and sanitation, and agriculture, and are subject to strict reporting (OECD, 2010).

To give specific example, EU is one of the major ODA donors for Ethiopia. According to Bayiley and Teklu (2016: 562), Ethiopia and the EU have been development partners for about 40 years. Under the Lome convention and the Cotonou Partnership agreement signed between Africa, Caribbean and Pacific countries and the EU, several projects which contributed to the betterment of the lives of significant number of Ethiopians, have been implemented through the EU ODA.
For the period 2008-2013 (tenth EDF), 689 million Euro was allocated to Ethiopia, and EU pledged another 745 million Euros in its 11th EDF to be implemented from 2014 to 2020 (Bayiley and Teklu, 2016: 562).

To summarize this section, though difficult to measure, it seems that ODA has important contribution and strategic role for poverty reduction and the growing economy of Ethiopia. However, there is no empirical evidence found that discuss about TA in Ethiopia context relation to ODA. Anyway, in general speaking, the above discussions show that how it is important and critical to utilize ODA and ODA TA knowledge in efficient, effective, and sustainable manner so that the capacity of the ODA recipient public organizations built properly. As discussed before, mostly DA is linked to TA support through development consulting service aiming to build the capacity of government organizations that host and implement ODA projects and programs. DA TA projects and programs are discussed below.

2.4.4 Development aid TA projects and programs

To discuss this chapter, Bayiley and Teklu (2016) study is used as an example. Bayiley and Teklu (2016: 562) discuss on IDP projects funded by international donor organizations that focus on development issues such as poverty alleviation, health, education, agriculture, food security, trade, private sector development and institutional CD. They discuss EU projects. According to them, EU development cooperation projects are characterized by the relative intangibility of their ultimate objective of poverty reduction, complexity and size. They state that the project success in EU is also characterized by ambiguity and the project management (PM) literature on project success falls short in addressing their specificity. The size, complexity and importance of EU projects in economic, political, and other terms call for the application of PM throughout a project’s implementation (Bayiley and Teklu, 2016).

According to Bayiley and Teklu (2016: 563), managing IDP, in the context of developing countries presents many challenges ‘where there is evidence of ethnic conflict, violence between minority and majority hostile groups sharing boarders and competing for leadership positions’. Such adversarial behaviour results in politics and resource control conflict and challenges to PM IDPs (Bayiley and Teklu, 2016: 563). According to Bayiley and Teklu (2016: 563), this may be considered as a unique experience when compared to PM in “stable” countries. This is a reality in most parts of Africa for which Ethiopia is no exception’ (Bayiley and Teklu, 2016: 563).

Bayiley and Teklu (2016: 563) further discuss that one of the challenges worth mentioning in the management of IDP, in developing countries, is logistical problems happening in the likely events
of war, violence or conflicts. According to them, such situation unquestionably cause project delays, cost overruns, complicated stakeholder management, resignation of key manpower, among others that may in effect put the project as challenged or failed. They also state that it will be wise for project managements working in international environment to respect and appeal to the indigenous cultural values to successfully overcome the complex challenges.

According to Bayiley and Teklu (2016: 571) their study result ‘implicates intellectual capital including human capital (knowledge, skill and flexibility), stakeholder capital (continuous support and follow up) and social capital (compatible development priority and local absorptive capacity) is critical factor in the success of EU funded projects almost explaining almost 42 percent of the total variance of project success criteria’.

Bayiley and Teklu (2016: 573) further state that a theoretical contribution to the existing stock of PM body of knowledge has been made, what is considered as most important criteria in the conventional PM, was identified to be the least in developmental projects. They discuss that CSFs that determine the success of projects funded by the EU are intellectual capital, sound project case, key manpower competency, and effective stakeholder engagement respectively. According to them, their study result highlighted the importance of clear policies of donors and recipient government, strong local ownership of project, effective consultation during planning, high motivation and interest, and compatible rules and procedures.

Bayiley and Teklu (2016: 573) study further reveals that relevance, impact, effectiveness, sustainability, and efficiency are ranked respectively according to their level of importance to evaluate the success of the EU development projects in Ethiopia. They also state that there is positive relationship between each of the five CSFs and project success. According to them, ‘there is significant concern about the criteria “Relevance” and all the stakeholders are beginning to think beyond the traditional measures of project success’. The study has provided useful insights and perspectives in the identification of CSF and success criteria to developmental projects that researchers and practitioners in the field shall give attention (Bayiley and Teklu, 2016: 573).

To see another example, according to Germany Embassy of The Federal Republic of Germany in Ethiopia (2010: 9), KM has been practiced under Ethio - German Development Cooperation (GIZ) supported Sustainable Land Management Program (SLM). The SLM trains experts and extension personnel to strengthen planning and implementation capacity. The embassy further discusses that SLM also supports the Ethiopian government in adjusting its agricultural education system, as well as in developing KM System. The embassy further discusses that with the objective of providing a framework conducive for nationwide up -scaling, this KM system serves to identify,
improve, and disseminate best approaches for sustainable land management with the participation of people at the community level. SLM’s function then is to assist its partner in identifying and adjusting critical policies and strategies for sustainable land management. According to the embassy, another program that practiced KM was Urban Governance and Decentralisation Program (UGDP).

Petrikova (2014: 1161) study examines the short-term and long-term impact of development projects on recipients’ wellbeing in Ethiopia. The study suggests that knowledge transfers have the largest positive impact on children’s nutritional status and household consumption, in both the short and the long term (Petrikova 2014). The finding also suggests that agricultural extension and training projects might be a better tool for reducing food insecurity and poverty than direct transfers even in the immediate time horizon (Petrikova, 2014). Social-infrastructure projects appeared to have no impact on recipients in the short run but turned out to affect outcome indicators positively several years after implementation (Petrikova, 2014).

Tadege and Klakegg (2013: 289) discuss their case study result that was aimed to assess the efficiency, effectiveness, relevance, sustainability, and effects of housing development projects in Ethiopia. The study aim was in order to draw lessons in the selection, design, and implementation of future projects in Ethiopia. They mention that an independent evaluation was conducted using integrated OECD evaluation criteria. According to them, the findings reveal that the housing projects were not efficient, effective, relevant, or sustainable, with the exception of the Addis Ababa project. Exaggerated and multiple project objectives, lack of effective front-end project assessment and preparation framework, cultural practices of decision makers are identified as pitfalls that could affect the success of future projects in Ethiopia (Tadege and Klakegg, 2013).

Shiferaw, Klakegg & Haavaldsen (2012: 52) map and review the governance of public investment projects in Ethiopia and identify the most important major construction front-end challenges of public investment projects in the country. Their finding of the research indicate that 'the top-down project approach', lack of mandatory control gateways at the front-end project preparation and decision-making stages, and weak links between project stakeholders affected the effectiveness of the project governance system'.

According to Shiferaw, et al (2012: 61 - 62) the most important problem for lack of the relevance and sustainability of public investment projects in Ethiopia are identified as lack of prioritization and low commitment of stakeholders. They state that the commitment of stakeholders is low because important stakeholders are ignored in the project selection and decision-making processes. They further state that the relevance and sustainability of public investment projects in
Ethiopia could be improved by implementing a better project selection and decision-making process and procedures or by improving the effectiveness of the project governance system (Shiferaw, 2012).

In their study of success factors and criteria in the management of international development projects in Ethiopia, Bayiley and Teklu (2016: 562) highlighted five critical success variables. These are clear policy of donors and recipient government, strong local ownership of project, effective consultation during planning, high motivation and interest, and compatible rules and procedures. They reveal also that 'intellectual capital which covers social capital as the most important success factor for projects funded by EU in Ethiopia'. Accordingly, their study underscored the importance of securing continuous support from all stakeholders and holding effective consultations of stakeholders during planning, implementation and closing phases of EU funded projects (Bayiley and Teklu, 2016: 562).

Jetu and Reiedl (n. d: 425) study 'cultural values influencing project team success an empirical investigation in Ethiopia. Their study result indicates that personally focused cultural values (e.g. openness to change) rather than socially focused cultural values (e.g. self-transcendence) have the most significant influence on project team performance. Their study results also indicates that 'cultural values (independent of their designation as personally or socially focused) were found to have a strong relationship with two out of three dimensions namely, project team learning and development, as well as project team working spirit, when compared to project team leadership'.

To summarize this section, there is no empirical evidence as such that discusses about specifically on ODA TA projects and programs in Ethiopia. However, as indicated above there are some empirical evidences on overall ODA projects and programs in Ethiopia. As discussed in the previous sections DA success is questionable and/or there are no conclusive empirical evidences that prove its success. Nevertheless, as far as good conditions and project programs environment is favourable there is no reason that they do not being successful and bring the intended change and impact in short term or long term. DA projects and programs success is dependent on many variables. Project and programs have to planned and implemented by understanding well the needs of the host country (Ethiopia) at strategic level. And there should be fit with the country, sector, and organization priorities, fit with organizations culture and structure. There should be also understanding of the project program environment, understanding the role of strategic management and strategic leadership. Top leadership and management need to understand strategic project management (SPM) and executive project management (EPM) principles. Projects and programs also need to be checked how they can be implemented in effective,
efficient, and sustainable way. At the same time, they have to be relevant and bring long-term impact for beneficiaries. To do so, development consultants can play great role. This is discussed under the following section.

2.4.5 Development consulting

According to Grant (2013), for consulting companies the distinction between tacit (personalized) and explicit (systematized) knowledge defines their business model. According to him, such situation is also a central determinant of their strategy. The result is a "paradox" of replication (Grant, 2013). To utilize knowledge and to build organizational capability one need to replicate it. And the replication is much easier if the knowledge is an explicit form (Grant, 2013). If the knowledge is in explicit form, it easier for rivals to imitate the knowledge (Grant, 2013). Facilitating internal replication, while limiting external replication is a key challenge for firms (Grant, 2013).

Though this may not be a major issue in this study and Ethiopia context, and may not be much applicable, how far development consulting firms build capacity and capability of Ethiopia public organizations, without losing their competitive advantage would be a question. In this research context, Ethiopian public organizations are not competitors. But, still, if consultants share their knowledge they would lose their knowledge as the knowledge can be disseminated and reach to their competitors via public organizations and/or other project and program stakeholders. These days, knowledge platforms are growing and pervasive. Their competitors would know their knowhow. If so, how far development consulting firms are willing to develop the capacity of public organizations? If consultants do not share their explicit and tacit knowledge to their clients, then there would not be knowledge from development consultants that can be utilized by public organizations. This would jeopardize the 'CD' effort and partnership of donors, consultants, and public organizations. Development consultants main role is to build the capacity of public organizations. CD is discussed below.

2.4.6 Capacity Building/Development

Under GTP I, Ethiopia MoFED (2010: 104 - 106) indicates its commitment for the country development. Strategic directions in the CD component include a concerted and integrated effort to enhance the capacity of the civil service to implement government policies and strategies effectively and efficiently. Under this plan, strategic directions include establish government structures with strong implementing capacity which aims to ensure increased efficiency, effectiveness, accountability, and transparency of public sector service delivery. The plan also
indicates CD objectives that include supporting the implementation of government policies, strategies and programs. Under the plan, to achieve these objectives, targets were set such as improving the capacity of top leadership, Human Resources Development (HRD), and to build the capacity of government institutions. According to the plan, these would help to have effective and efficient leadership, human resources, and institutions. The CD would help to implement government policies, strategies, and programs in an efficient, effective, transparent, and accountable manner through organizational development and improving operational systems and procedures (Ethiopia MoFED, 2010).

As implementation strategy, the role of information communication technology (ICT) was emphasized (Ethiopia MoFED, 2010: 100). ICT got emphasis also as sub sector under CD good governance part of the plan. But, in this plan, attention was not given for knowledge, KM, and knowledge utilization. This is major gap. Knowledge that gained from capacity building effort should be utilized properly. This is discussed below.

2.4.7 Knowledge management and knowledge utilization

Woldesenbet and Graeme (2007) did case study research based on semi-structured interviews with 44 senior managers in a number of business organisations in Ethiopia supplemented by secondary sources. They found that 'senior managers had a 'narrow and contingent knowledge' of and interaction with the external environment and the notion of “strategy” is a problematic for them'. But, this time, there should be basic understanding of strategy as strategic management practices have been implemented at national, sectoral, and organizations levels at least since 2003. In fact, there have been national and regional plans for long period though could not based on SPM principles.

Mathew and Kavitha (2008) discuss various types of knowledge transfer (KT) models that an organization uses for the transfer of both tacit and explicit knowledge. The study focus is in the software industry. Ayalew (n. d) studies on KM practices in development and humanitarian aid organizations in Ethiopia. Kebede (2010) emphasises the importance of KM in Ethiopia and calls information science professionals to play their role for the advancement of the field. His study has good insight from KM and information science perspective. Nevertheless, there are no studies in Ethiopia specifically on knowledge utilization and in general on the study topic.

Ayalew (2013) studies maturity assessment in development aid organizations in Ethiopia. His study reveals that majority of respondents (80%) confirmed that their organizations regard knowledge production and sharing as a motivating factors for improving work efficiency. 10% of
respondents indicated that knowledge sharing for efficiency will be implemented in their organizations within the next 5 years (Ayalew, 2013, 41). 'Of the top rated similar motivators are rapid release and accessibility of information to all staff (70%), improving working relations and trust within the organization (50%), and making up for loss of knowledge (due to staff turnover, retirement etc) (45%)' (Ayalew, 2013, 41). His study also reveals two factors, decentralization of authority and improving transparency were rated either low or insignificant motivators for enhancing knowledge sharing practices in the organizations (40%). But this study is from knowledge sharing perspective.

Assefa, G/Egziabher & Sehai (2011: 30) study on 'agricultural KM in dairy production improvement in Ethiopia'. Their research was conducted to assess the agricultural KM system in Bure district, West Gojjam Zone of Amhara Region. Their study reveals that maintaining the health of animals, providing green pasture to their milch cows, animal selection, and using crossbreed cows are the major mechanisms used by dairy producers to improve milk production in the district. According to their study finding, knowledge/mechanism was obtained from Woreda agriculture and rural development office, own experience, neighbours, family, by observing the activities on a farm, and listening to radio, and from sharing sessions and on-farm demonstrations. They conclude that a majority of the dairy producers use the new knowledge with partial modification and knowledge was transferred to neighbours, friends, relatives and children. They recommend that concerned bodies should promote and strengthen the existing good practices in KM processes.

Nevertheless, proper knowledge use demands good cooperation and partnership among concerned stakeholders.

2.4.8 Knowledge management and knowledge use collaboration and partnership

Works on KM and knowledge use collaboration and partnerships practices in Ethiopia not found/not available yet.

2.4.9 Effective, efficient and sustainable use of knowledge

Knowledge if not used wisely in effective, efficient, and sustained manner has no value. According to Kassa (2012: IV), a number of factors influence the realization of aid effectiveness in Ethiopia. These include, at the recipient level, existence of strong national development plans while demanding improvement on absorptive capacity. At the level of development partners, compliance with pledges made on the provision of resources and better coordination is needed
A common country framework to guide the aid effectiveness process including mutual accountably is important (Kassa, 2012: IV).

Darley and Luethge (2016: 325 - 341) study an exploratory survey of 57 faculty members from 10 African countries (Botswana, Ethiopia, Ghana, Kenya, Nigeria, Rwanda, Senegal, South Africa, Tanzania, and Uganda). Accordingly, they examine the extent of research funding, support, and incentives within their universities. They argue that faculty in Africa should and must do research not just for the sake of doing research, but the research should contribute to the knowledge economy, be relevant to the African context, and ensure students are educated through the use of empirical and theoretical research on local and continental management issues.

Darley and Luethge (2016: 325 - 341) suggest that African universities and business schools, the business community, and governments should do to enhance research infrastructure, productivity, and quality. They further recommend that research in business schools can be undertaken to achieve key elements of national and intra African industrial policies. Institutions of higher learning can play a major role for advancing innovations in business processes and knowledge transfer in the current global economy (Darley and Luethge, 2016: 325 - 341). They further state that the greatest success would be the international cooperation of the academy in bolstering knowledge dissemination and economic development globally.

If ODA TA to bring change and impact under the effort of capacity building of Ethiopia public organizations, development partners should know how far they are using the knowledge from it in effective, efficient, and sustainable way. To use knowledge in such manner there are opportunities and challenges. This is discussed below.

**2.4.10 Knowledge use opportunities and challenges**

The contemporary world of knowledge economy would be considered as opportunity to utilize ODA TA knowledge in Ethiopia public organizations. The knowledge economy is based on information, knowledge, and communications technologies that are increasingly becoming accessible, cheap, and easy to use. As a result of these opportunities, human talent is developing fast including being multi-tasking. Ethiopia public organizations need to be wise and use opportunities wisely while avoiding being overwhelmed by big data and information.

Like any development issues, DA TA knowledge use has its own opportunities and challenges. Ethiopia MoFED (2010: 19) recognizes that under the PASDEP one, of the major challenge was
capacity constraints among leaders and public servants at different administrative levels, involved in key aspects of PASDEP implementation. To address these challenges, during the PASDEP, the government launched a number of process reengineering and training programs, to improve skills and to ensure appropriate implementation capacity (Ethiopia MoFED, 2010: 19). However, from MOFED (2010), it is understood that KM and knowledge utilization did not get attention, at least in clear manner.

Ayalew (2013, 48) reveals that lack of organizational support and lack of tools for measuring the effectiveness of KM are reasons for inadequate and inefficient methods for measuring knowledge activities.

Ethiopia public organizations and development partners need to know these opportunities and challenges. They should also identify others so that they can design strategy to utilize opportunities and to tackle the challenges under their ODA TA capacity building and knowledge utilization effort.

2.4.11 Summary

The research topic in Ethiopia context discussed in this section. From the literature it is very imperative to learn that how the research topic is a 'necessary'. This is because compare to the oval economy of the country a lot of resource has been allocated under ODA and it is assumed that consequently for ODA TA. But, development partners and academicians do not give attention for ODA TA while knowing the overall resource of ODA. It is known that there have been many TA activities in Ethiopia. As a result, many consulting activities have been carried out in order to build the capacity of ODA receiving Ethiopian public organizations. However, we do not have proper lesson learnt. This would raise question of why.

There are no well-established research evidences of the topic or under sub topics in the context of Ethiopia. Specifically, there is no literature on ODA TA, KM and knowledge use collaboration and partnership. The available literature on most of the research areas is weak as well. These include, KM for strategic management and strategic leadership in public organizations, development consulting, capacity building/development, KM and knowledge utilization, Effective, efficient and sustainable use of knowledge, Knowledge use challenges and opportunities. However, there are relatively good literatures on Ethiopia economy, ODA, and ODA projects and program. This chapter conclusion is presented below.
2.5 Conclusion

It is evident from the literature review studying DA TA knowledge utilization in the Ethiopian public organizations for the use of strategic planning and strategic leadership is complex, interesting, but worthy.

Firstly, to deal with the research topic one need to deal many research topic areas including strategy, leadership in organizations, public administration, ODA, TA, CD, knowledge management, development etc. All these issues need integration so that they can give meaning.

Secondly, the research topic is interesting to deal with, as there are no such research theory and practice. There are no clear theory and practices under the study topic though there are theory and practices under research sub topic/areas. There is no as such integrated theory and/or practice that one can apply it directly. Specifically, when we see the Ethiopia context the research practice is very limited.

Thirdly, due to lack of theory and practice on the study topic, there is no conclusive insight/research position that one can draw from different scholarly arguments. The available knowledge of DA TA knowledge utilization in public organizations for the use of strategic management and strategic leadership is very limited. Even, there is no clear academic knowledge on the research sub topics for example the benefit of DA, how far TA built capacity, etc. The debate is still ongoing. Though DA TA CD is huge issue for developing countries including Ethiopia; and despite development partners talk a lot about it, the existing knowledge the world has seems very limited. Not clear why.

Fourthly, the research topic is worthy that can add value for Ethiopia as the country economy is aid dependent. As evidenced in the literature, aid for Ethiopia seems a big issue.

Fifthly, it is believed that this research will be a benchmark or baseline for future studies in order to have clear theory of the study topic and to have good research practices. If researchers, developing countries, consultants, and donors give attention for this and related topics it can add value for all development partners, academicians, DA beneficiaries, and tax payers who contribute for aid.

Finally, the knowledge gained from this chapter as concluded above is in alignment with the previous chapter envisaged. This further gives confidence on the understanding of the topic and the way forward.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter provides an outline of the chosen research approach and methodology of the study. It further highlights; target population, sampling criteria, sample units, sampling size, measurement scale, data collection methods, research instruments, data collection process, data management and analysis. The chapter also discusses validity, reliability and generalizability. Furthermore, this chapter also discusses scope, delimitation, assumption, and limitation of the study. Besides, this chapter discusses research contributions and research ethics.

It is believed that the chosen research approach, method and design assists to gain insight on; to what extent are Ethiopian public organizations utilizing knowledge, gained from development aid (DA) technical assistance (TA) through development consulting services, for their strategic planning and strategic leadership practices. More specifically, it assists i/ to get insight on the use of TA knowledge for strategic planning and strategic leadership practices by Ethiopian public organizations. ii/ To get insight on the working relationship and understanding of public organizations, development consultants, and development aid agencies towards knowledge utilization. iii/ To get insight on strategic opportunities and challenges in DA TA knowledge utilization by the Ethiopian public organizations.

3.2 Overview of Research Approaches/Methods and Research Process

According to UNISA CEMS (2016: 9), research starts from philosophy. Research philosophies include interpretivism, realism, positivism, objectivism, subjectivism, pragmatism, functionalist, interpretive, radical humanist, and radial structuralist). Those philosophies can be approached using deductive reasoning or inductive reasoning or using combination of both reasoning approaches (UNISA CEMS, 2016). Research strategies include experiment, survey, case study, action research, grounded theory, ethnography, archival research (UNISA CEMS, 2016). Such strategies can be approached by mono method, mixed method, or multi method choices (UNISA CEMS, 2016). Time horizons of research can be cross-sectional or longitudinal (UNISA CEMS, 2016)). Data collection and analysis of research also depend on chosen techniques and procedures (UNISA CEMS, 2016).
Any scientific research follows theory development, empirical evidence, or both processes. According to Cooper and Schindler (2014: 64), theory and empirical evidence process consist of the following.

Figure 3.1 The Role of Reasoning in Model Development

Source: Cooper and Schindler, 2014: 64

UNISA CEMS (2016: 7) discusses deductive and inductive research process as described in figure 3.2
Research approaches are mainly divided into two main categories. These are quantitative and qualitative. The third group that uses both approaches called mixed approach.

Quantitative research approach explains phenomena by collecting mainly numerical data that can be analysed using mathematically based methods such as statistics. On the other hand, qualitative research is mainly based on exploratory method that aims to generate information about unknown aspects of a phenomenon (Leedy and Ormrod, 2014; Cooper and Schindler, 2014). Using qualitative approach, by focusing on selected cases, how and why questions can be answered. Those type of questions help to understand and develop issue surrounding the study (concepts, constructs, hypothesis/propositions, and theory, within a given context) (Leedy and Ormrod, 2014; Cooper and Schindler, 2014). On the other hand, quantitatively oriented approach can provide a reasonable structure to guide and keep on task and consistently to focus on addressing the research problem. It helps to answer questions who, what, when, where, and how much (Leedy and Ormrod, 2014: 271).

Mixed approach use both quantitative and qualitative approaches. Mixed methods - help in collecting, analysing, interpreting, and integrating both qualitative and quantitative data. They are
selected for completeness, complementarily, hypothesis generation and testing, development of appropriate research tools and strategies, and triangulation of puzzling of findings (Leedy and Ormrod, 2014: 269).

Studies are mainly exploratory or descriptive. Exploratory design could use one or two phases. Exploration would become a first phase to extend theory and to find empirical evidence; this is good when the problem is not fully known (Cooper and Schindler, 2014). Depending on the purpose of the study, based on the exploratory study another phase of descriptive study would follow or not. And/or it can be done by other research projects based on the finding of exploratory study. Descriptive study tries to discover answers to the questions who, what, when, where, and sometimes, how. It is also popular in research because of its versatility cross management disciplines. In not-for-profit corporations and other organizations, descriptive investigations have a broad appeal to the administrator and policy analyst for planning, mentoring, and evaluating. In this context, how questions address issues such as quantity, cost, efficiency, effectiveness, and adequacy (Cooper and Schindler, 2014: 21 - 22).

Different authors propose different approaches. Nevertheless, the benefit and the applicability of each approach depends on the purpose and objective of the research, the available resources including time and information, practicality, etc. (Cooper and Schindler, 2014; Leedy and Ormrod, 2014). As described above research follows theory and empirical evidence process. However, this does not mean one research project/or a single research can understood fully a research problem. Research is a collaborative process that feed one another. This research tries to extend/build theory and find empirical evidence using inductive reasoning. Based on the extended/built theory and the empirical evidence of this research other research projects are expected to be designed and implemented.

3.3 Preferred Approach for this Study

The research follows ontology view. Follows paradigms/philosophy of interpretivism. There are strong indications to suggest that multiple realities exist that are time context dependent (Biggam, 2008). The study follows inductive reasoning. The research uses inductive reasoning to find empirical evidence from interviewing, focus group discussions, observations, and secondary sources.

The chosen research approach is qualitative. Qualitative approach helps to describe, explain, explore, interpret and build theory (Ramphal, 2015b). Qualitative research aims to achieve an in-depth understanding of situation, it seek to describe, decode, translate, and otherwise come in
terms with the meaning (Cooper and Schindler, 2014: 144). Qualitative data are all about texts. Detailed descriptions of events, situations, and interactions, either verbal or visual, constitute of data (Cooper and Schindler, 2014: 148). The purpose of the study is to explore knowledge utilization of Ethiopia public organizations, gained from DA TA through development consultants, for the use of strategic planning and strategic leadership practices. To address this purpose qualitative approach fits better. When little information exists on a topic, when variables are unknown, when a relevant theory base is inadequate or missing, a qualitative study can help define what is important - that is, what needs to be studied (Leedy and Ormrod, 2014: 141).

3.4. Research Method and Design

As discussed above the study purpose focuses on exploration. The main aim/goal of this research is to conceptualize and contribute the understanding of knowledge utilization of Ethiopia public organizations that gained from DA TA through development consultants for the use of strategic planning and strategic leadership practices. As a result, exploratory design using case study method/strategy is chosen. Exploration design is good for conceptualization and understanding for little known problem. Exploration design is good when the problem is not fully known (Cooper and Schindler, 2014).

The research method/strategy is case study. Case study allows investigators to focus on a "case" and retain a holistic and real-world perspective such as organizational and managerial processes; it helps to answer how and why questions (Yin, 2014). Case study is a powerful research methodology that combines individual and (sometimes) group interviews with record analysis and observation. Researchers can extract information from secondary data from the case along with direct observation (Cooper and Schindler, 2014: 165). Case study can give different perspectives of the same situation or process to permit depth perspective. The flexibility of the case study approach emphasise on understanding the context of the subject being studied allow for a richness of understanding sometimes labelled us thick description (Cooper and Schindler, 2014: 166). The time horizon of the study is cross-sectional. Thus, it is believed that the methodology and design chosen fits the research question and objectives indicated in chapter one.

3.4.1 Target population

Population (or 'universe') is 'the totality of entities in which we have an interest, i.e. the collection of individuals, objects or events about which we want to make inferences' (Diamantopoulos and Schleglemilch, 2000: 10). A population can be defined as including all people or items with the characteristic one wish to understand (Ramphal, 2015a: 12). 'Because there is very rarely enough
time or money to gather information from everyone or everything in a population, the goal becomes finding a representative sample (or subset) of that population' (Ramphal, 2015a: 13). Sample is a part of something larger (population) (Diamantopoulos and Schlegelmilch, 2000: 10).

Population of this study include Ethiopia government federal and regional government ministries; 29 Ethiopia Development Assistance Group (DAG) members (DAG, 2016); development consulting firms/development consultants that are associated to DAG or who are working on DA TA projects and programs; and academicians/specialists who have knowledge on DA TA, strategic management, strategic leadership, and knowledge management field of study.

3.4.2 Sampling frame

Sampling frame is the list of elements from which the sample is actually drawn (Cooper and Schindler, 2014). Due to error and omissions, the sampling frame often differs from the theoretical population (Cooper and Schindler, 2014: 34). Sampling frame include Ethiopia government federal and regional government ministries; Ethiopia DAG members (DAG, 2016); development consultants who are associated or working on DAG supported TA projects and programs - completed within the last 5 years or ongoing projects and programs at least with 2 years life time since started; and academicians/specialists who have knowledge on DA TA, strategic management, strategic leadership, and knowledge management field of study.

3.4.3 Sample selection

This research demands exploration before a potential larger sample survey conducted using probability sampling (would be done sometime in the future by other research projects). As a result, non-probability sampling techniques is used. Non-probability sampling is good to discover the range of extent of conditions that is related to exploration (Cooper and Schindler, 2014).

The research use a combination of purposive, judgemental, and convince sampling as appropriate, in order to select respondents that represent broad views of the research groups. In purposive sampling, researchers choose participants arbitrarily for their unique characteristics or their experiences, attitudes, or perceptions; as conceptual or theoretical categories of participants develop during the interviewing process, researchers seek new participants to challenge emerging patterns (Cooper and Schindler, 2014: 152).

In purposive sampling sample members are chosen with a specific purpose objective in mind; the sample is thus intentionally selected to be non-representative (Diamantopoulos and Schlegelmilch, 2000: 14). Judgemental sampling is good when used in early stages of an exploratory study; when
one wishes to select a biased group for screening purposes (Cooper and Schindler, 2014: 359). In Judgmental sampling sample members are chosen on the bases of the researcher's judgment as to what constitutes a representative sample for the population of interest; thus potential sample members are screened judgmentally as to whether or not they should be included in the sample (Diamantopoulos and Schlegelmilch 2000: 14). Convenience sampling used as well. In convenience sampling sample members are chosen on the basis of available/accessible; thus selection is done on the basis of convenience (Diamantopoulos and Schlegelmilch, 2000: 14).

3.4.4 Sample units

The focus of this research is to give 'empirical light' of theoretical concepts. Yin (2014: 40) states that in case study, 'rather than thinking about your case as a sample, you should think of it as the opportunity to shed empirical light about some theoretical concepts or principles'.

In data collection, the individuals approached are called units of analysis (or sometimes observations, cases or subjects) (Diamantopoulos and Schlegelmilch, 2000). This research is based on case study. A case study can include more than one unit of analysis that increases the complexity of data to be gathered and analysed (Leedy and Ormrod, 2014). According to Ramphal and Serumaga-Zake (2015: 140 -141), units of analysis describes the level at which the research is performed and which objects are researched. They discuss that people or individuals are common units of analysis. According to them, other units of analysis are organizations, divisions, departments, ‘lower’ level, management decisions, transactions or contracts.

In this research, there are three groups. Each group also has its own segments. These are public organizations (senior managers and experts), development consultants (managers and experts, international consultants and national consultants), and DA agencies (managers and experts). In addition, academicians/specialists who have well understanding on the research topic are included. The main reason for this delineation is to get representative view and that can be analysed under each group and segment and collectively as needed guided by intentions - propositions as indicated in chapter one.

The research is not targeting a specific organization as case. Rather individual respondents are chosen from study groups and segments. Two regions (Amhara and Benishangul Gumuz) had respondents but the majority are from Addis Ababa - federal public organizations; and national and international organizations based in Addis Ababa. It is believed that the federal government and the two regions represent Ethiopia public organizations from the study perspective. All respondents minimum age limit is 30; at least with 8 years work experience after 4 years
university degree (18+4+8). From this at least 5 years’ work experience in relation to DA TA projects and programs. That means, respondents have at least first degree and experience and understanding on DA projects and programs. Respondents have also work relation with TA projects and programs that are consulted by development consulting firms/consultants.

Parameters of interest are those indicated in research questions, objectives, propositions, frameworks, and models as indicated in chapter one.

3.4.5 Sample size

According to Ramphal (2015a: 65), degree of variability, degree of precision, degree of confidence, number of sub-samples, time and money, expected non response, type of analyses, reliability and validity determine the decision on sampling size. In case study, researchers most often choose multiple subjects, rather than a single subject, to study because of the opportunity for cross-case analysis (Cooper and Schindler, 2014). In studying multiple subjects, a deeper understanding of the subject emerges (Cooper and Schindler, 2014). When multiple units are chosen, it is because they offer similar results for predictable reasons (literal replication) or contrary results for predictable reasons (theoretical replication) (Cooper and Schindler, 2014). While theoretical sampling seems to be common, a minimum of 4 cases with a maximum of 15 seems to be favoured (Cooper and Schindler, 2014: 165 - 166).

The study has different groups and sub groups (segments). In order to have complete view and to represent all groups and sub groups, it is decided to have respondents more than 15. It is believed that 32 respondents through in-depth interview from the three study groups and six sub-groups (segments), and academicians/specialists group fits the study problem, purpose, and objectives. This has been reasonable enough to get good insight of theory and empirical evidence.

The 32 individual in-depth interview included 8 respondents from public organizations (4 managers and 4 experts), 8 respondents from development consultants (4 managers and 4 experts; from these 4 international consultants), 8 development aid agencies respondents (4 managers and 4 experts). In addition, 8 academicians/specialists who had well understanding on the research topic are interviewed. These experts from varies sectors are chosen to get insight about the research problem based on their experience related to the problem. Each individual in-depth interview takes about 2 hours in average. The in-depth interview had semi structured interview questions and 32 structured interviews questions.
There had been two focus group discussions. To some extent, the focus group discussions were representing different groups. The groups had 8 and 6 people. Discussions are moderated. It is assured that no one dominates the discussion, and keeps people focused on the topic (Leedy and Ormrod, 2014: 156). Leedy and Ormrod (2014: 156) further discuss in their work by referring the work of Creswell, 2007; and Neuman, 2011 that focus groups are especially useful when time is limited, group members feel comfortable sharing their thoughts and feelings with one another, and the group interaction might be more informative than individually conducted interviews. Each focus group discussion took about 2 hours.

Observation from all respondents feeling and emotions during in-depth interviewing and focus group discussions was also part of study.

Furthermore, 3 country and organizations five years strategic plans review were part of the study

### 3.5 Measurement and Measurement Scale

Qualitative data measurement and measurement scale are used. Measuring unstructured and non-standardized observation, views, feeling, and emotion need care (Lee, 1999; Yin, 2014). Mainly nominal and ordinal scales are used. Nevertheless, interval and ratio scales are also used as appropriate. The interval and ratio scales are more related to the structured interview questions responses that are converted, categorized, and summarized quantitatively.

### 3.6 Data Collection Methods

The focus of this research data collection is to gain general view/understanding of themes and categories of knowledge utilization for strategic planning and strategic leadership as indicated in chapter one. As discussed also in the previous sections, the data that is collected should have to fit the research problem. The data collection methodology and subsequent data analysis and interpretation should have been based on the research problem, questions, and objectives (Cooper and Schindler, 2014; Leedy and Ormrod, 2014; Yin, 2014). Based on this imperative, the following data collection methods used. As such, a combination of methods are used to collect data for this study. These are discussed below.

i/ Individual in-depth interview. Primary data is collected using semi structured interview guide and structured interview questions. The guide and interview questions are used to interview groups and sub-groups of public organizations, development aid agencies and development consultants, and academicians/specialists who have good knowledge in the study topic. This is mainly through face to face interview. These interviews are allowed for flexibility of discussion
and follow-up questions with the aim to obtain in-depth information and focus on overall understanding of the research problem.

As discussed in chapter one and chapter two this research has no clear theory base and there are no clear empirical evidences. That made difficult to develop scientific structured questionnaire. Due to that, the study is exploratory based on the forwarded theory which is presented in chapter one. Thus, instead, structured interview questions were designed and administered as part of in-depth interview.

Incorporating some structured interview questions helped to have more direct comparability of responses; question variability has been eliminated and thus answer variability is assumed to be real (Cooper and Schindler, 2014: 153). For such questions, the interviewer neutrality is maintained. The interview questions are responded by research participants mainly/largely in face-to-face interview (25 face-to-face interviews). Few interviews (7 telephone interviews) are conducted with telephonic interview techniques. Phone and online interviews offer the opportunity to conduct more interviews within the same time frame and it can draw participants from a wider geographic area (Cooper and Schindler, 2014: 153). To reach respondents; face to face contact, telephone, Email, LinkedIn are used.

ii/ Focus group discussions (FGD) interview. Primary data is collected using semi structured focus group discussion guide/interview guide; and structured interview questions. Cooper and Schindler (2014) states that FGD use to obtain general background about a topic or issue; FGD best enable the exploration of surprise information and new ideas through group exchange of idea, feelings, knowledge, motivation, and experiences on a specific topic.

All responses from individual in-depth interview and focus group discussions are not recorded by any electronic media; as this may lead to the respondents feeling uncomfortable and not free to share their views openly. Rather, notes were taken during each in-depth interview and focus group discussions, summarised and later used for data analysis.

iii/ Participant Observation. Primary data is collected from observation of respondents feeling and emotions, during interviewing (individual in-depth interview and focus group discussion). Face-to-face has the benefit to observe and record nonverbal as well as verbal behaviour (Cooper and Schindler, 2014). Observation of respondents feeling and emotions is documented, organized, analysed, and incorporated in the study.
Documents. Secondary data is collected from Ethiopia public organization official five years strategic plans. Data from these documents are documented, organized, analyzed, and incorporated.

Before administering both the semi-structured interviews and structured interview questions at large scale, questions were checked and presented carefully before and during the first few interviews. This helps not to affect respondents (feel uncomfortable, offended, reluctant to answer questions, unclear about questions). Respondents identified for interviews were contacted via face to face, email, by telephone, LinkedIn; with requests to schedule interview dates in advance. This had helped to find suitable time of availability and convenience.

The collected data is typed in computer and has had backup system. The data are from federal organizations in Addis Ababa, Amhara, and Benishangul Gumuz Regions; and from international and national organizations based in Addis Ababa. These areas are visited physically. The data collection activity was conducted from December 2016 - February 2017.

3.7 Research Instrument

Semi structured in-depth interview guideline, structured interview questions, and focus group discussion guide are used as research instrument. Each of the three sub research questions are broken into smaller questions to probe and to access in-depth information. Questions for each group are almost similar (but tailored to fit the group nature). This made easy to categorizations, summarizations, and analysis of the data. The guidelines (see annex I) are:

i/ Public Organizations - Interview Guideline 1

ii/ Development Consultants - Interview Guideline 2

iii/ Development Agencies - Interview Guideline 3

iv/ Academicians/specialists - Interview Guideline 4

v/ Focus Group Discussions - Discussion Guideline 5

In addition, there are 32 structured interview questions (sub questions) answered by all groups (see annex II).

As mentioned above, in all the above instruments each question are tailored to fit each group of the study. This is because all questions and sub questions for the four groups are the same except
needs tailoring. Otherwise, each question focus is similar. This helped to categorize data under each question and under each theme that can be analyzed for each group or for all research groups as needed. Questions are designed to get answers on the same questions from different perspectives. For example government group respondents were asked ‘is your organization lead by strategy? Whereas, development consultants group were asked that is government organization that you are supporting lead by strategy? Whereas, development aid group and experts/academicians and FGD1, FGD2 were asked that do government organizations lead by strategy? The questions were all about whether government/public organizations lead by strategy. Doing this helped to get views regarding existing strategies. As a result, this makes possible to study responses both under each group and in aggregate.

Questions from in-depth interview and FGD were designed in such a way that to get subjective answers; to get objective answers of yes/no; and to get extent objective answers in rating scale (good, above average, average, below average, poor). Both subjective and objective responses from these interviews and FGD are organized in themes and sub themes.

The three research questions are broken down by the following interview questions:-

i/ Question 1 to 8: understanding Ethiopia public organizations use of TA knowledge for their strategic planning and strategic leadership practices (from government organizations, development consultants, development agencies, and academicians/specialists).

ii/ Question 9 to 13: understanding the working relationships and partnership public organizations, development consultants, and development aid agencies in knowledge utilization; and establishing the degree of perception of working relationships and partnership public organizations, development consultants, development aid agencies in knowledge utilization. Academicians/specialists viewpoint is also included.

iii/ Question 14 to 15: identifying strategic opportunities available and challenges faced by Ethiopian public organizations in order to utilize knowledge effectively, efficiently, and sustainably. All the three study groups and academicians/specialists in the field viewpoint are included.

The semi structured interview guide (annex I) and structured interview question (annex II) are attached
In all data collection effort using research instruments, the most frequent themes are identified and coded. Using categorical data coding approaches responses coded subjectively and objectively for judgmental and some descriptive statistical analysis respectively. Opinions and views are verified against the insight gained from chapter one and chapter two.

3.8 The Data Collection Process, Data Management and Analysis

3.8.1 The data collection process

Before the data collection started, a very detailed interview guideline was prepared. The interview guideline had both subjective and objective questions. But, after few interviews the guideline divided into two separate instruments (subjective question instrument and objective questions instrument). Nevertheless, both are referring the same questions. To guide this, a separate instrument that shows the link of SRQ, questions, and sub questions is prepared (see annex III). The three files are attached as annex I, II, III. The current form of data collection and data presentation formats almost got their shape after the first 2 interviews; however, learning continued to the next few interviews.

There were few cases that some respondents did not want to comment on questions, to say YES/NO, or to rate average, above average etc. This is due to absence of knowledge, they did not want to give answer for questions that they do not want to disclose, be indifferent/be in difficult position to judge, or due to some other reason. But, partially, their silent understood and it is incorporated in the finding. Some other respondents, though they did not want to answer in YES/NO or in extent, they showed interest to give their general view/comment in statements. Their statements incorporated in the finding. As a result, all 32 respondents did not necessary answer all subjective and objective questions. Nevertheless, all responses and non-responses are part of the finding.

One important point that would be worthy to mention is that under the subjective question one in-depth interview participant can list/answer many points. All his/her list for a specific question indicated in the finding. For example, if the individual in-depth interview participant list two points for the subjective questions; those points are included under the finding. If he/she list three answers then all the three answers are included in the subjective finding. This is the same for FGD. Except that in FGD what the majority agreed is considered, included in the finding. One FGD considered as one participant in incorporating the answers in the finding of cases and contents. For example, FGD1 would mention 7 points for specific subjective question but if only on two points the majority agreed, then it is only the two points included in the finding. On the
other hand, if the majority agreed on three points out of 7 lists then the three points are included in the finding.

Under the objective answers, the FGD answer is considered as one participant. And the FGD members vote considered in calculating percentage, median, and mean for each question. This is done by sharing the one participant point. While doing this, the FGD answer treated separately from in-depth interview groups responses. Making these gives clarity on the finding and not to make bias. At the same time, the FGD finding is integrated with the overall finding of the research.

Research finding presented in chapter four represent each group, the three research group in aggregate (government organizations, development consultants, and donor agencies), and finding in aggregate that includes academicians/specialists. Findings are in lined to the research problem that is stated on chapter one section 1.2. They are also in lined to chapter one section 1.2 of research problem, Knowledge Utilization Framework, Research Conceptual Framework, and Research Model as depicted in Figures 1.1, 1.2, 1.3 respectively. In addition, the findings are in lined to research questions stated in chapter one section 1.2.1, and objectives stated in chapter one section 1.3. Findings are also in lined to proposition intentions indicated in chapter one section 1.4.

The neutrality and objectivity of the 32 sub questions has been maintained for all 32 respondents and two FGD. One participant had only one choice to say Yes or No. The objective questions and answers organized to get YES/NO answers. Yes gets the value of 100, whereas NO gets the value of 0%. Doing this helps to know the majority and minority responses, average (50%), above average (>50%) and below average (<50%) responses. Doing this in lined with the research question, model, and propositions indicated in chapter one section 1.2.1, figure 1.3, and section 1.4 respectively.

Objective answers also organized to get extent answers of good, above average, average, below average, poor. Here, the research participant only had one choice as well. The extent answers converted to a value in order to apply it to the mathematical model of Likert scales of (0 - 100). The (0 - 100) scale divided into 5 gives 20. That means intervals of 20 each. For this research purpose it is assumed that there is equal interval among the 5 orders. So any response received as poor given a value of 20, below average is given a value of 40, average a value of 60, above average is given a value of 80, and good is given a value of 100.
As discussed above the FGD responses considered as one. Objective answers are recoded as yes/no and in extent. This is done based on the majority vote. If the FGD participants do not agree on certain characteristics the proportion is considered in calculating percentage, median, and mean. If the vote is equal then it is not recorded in yes/no and in extent; but the 50% average, median 60, and mean 60 are indicated in the finding. This is because the middle point (average) in calculating percentage is 50%. Whereas in calculating median and mean in the extent answers the middle point (average) is 60. So, the majority/minority responses considerations bases these points.

Having extent answers and weighting them helps to get statistical median and mean that the extent at which respondents think about a certain characteristics. From statistical perspective, this might not be perfect. From the research questions, model, and proposition perspective as indicated in chapter one section 1.2.1, figure 1.3, and section 1.4 respectively; doing this helps to give additional insight so as to reach on a certain conclusions. Otherwise, the research is exploratory qualitative study and it is not focusing to get statistical precision and accuracy. Rather the focus is where the majority or the minority respondents think about a certain characteristics.

In simplistic form, from the extent answers, it is possible to know/count how many in-depth interview respondents consider a certain characteristics that:

i/ average and more than average (average + above average+ good)

ii/ more than average (above average + good),

iii/ average and less than average (average + below average+ poor),

iv/ less than average (below average + poor).

Doing this exactly fits to answer some research questions and is possible to prove/disprove propositions. FGD findings can give additional insight using the same approach.

In this study, the findings are presented in the way that fit case analysis, content analyses, and quantitative analysis (percentage, median, and mean).

Using case analyses findings are presented in aggregate (4 groups together). If there are significant differences of finding among groups, case analysis would have been done for each group as appropriate. But, it is learnt that the 4 groups answers have much similarity that the finding gives more meaning if presented together. Nevertheless, specific group mentioned in some cases. Individuals in each group are quoted for critical issues that should be mentioned as example. Using case analysis, observation from individual in-depth interview and observation from FGD are incorporated. Document review are also incorporated using case analysis. Using content
analysis findings are presented in aggregate (4 groups together). Whereas using quantitative analysis findings are presented for each study group, in aggregate (3 study groups together), and in aggregate 4 groups together (3 study groups and academicians/specialists), for each FGD, and 2 FGD together. It is believed that doing these fit the nature of the data, the finding, analysis techniques, and the research orientation and methodology.

3.8.2 Data management and analysis

Analysing data in case study focus on opinion designed to initiate more debates than facts (Yin, 2014). 'Method of data analysis in case study includes categorization of data in terms of common themes and synthesis into an overall portrait of the case (s)' (Leedy and Ormrod, 2014: 153). As discussed in the previous sections, this research follows qualitative approach using case study method. According to Leedy and Ormrod (2014: 160), 'there is usually no single "right" way to analyze the data in a qualitative study. The researcher begins with a large body of information and must, through inductive reasoning, sort and categorize it and gradually boil it down to a small set of abstract, underlying themes'. Leedy and Ormrod (2014: 160) also state that 'in most qualitative research, data analysis and interpretation are closely interwoven, and both are often enmeshed with data collection as well'

According to Leedy and Ormrod (2014: 160), Creswell (2007) is credited for the work of 'data analysis spiral'; data analysis spiral is equally applicable to a wide variety of qualitative studies, one need to go through the data several times. These data analysis spiral are followed in this research. These are:

i/ Organize the data, break down large bodies of text into smaller units, perhaps in the form of stories, sentences, or individual words.

ii/ Peruse the entire data set several times to get a sense of what it contains as a whole.

iii/ Identify general categories or themes, and perhaps subcategories or subthemes as well, and then classify each piece of data accordingly.

iv/ Integrate and summarize the data.

Before discussing data analysis it may be worthy to indicate that how data was coded, recorded, and transcribed. Data - notes were taken from interview, FGD, and observation. The media used for communication is English. However, some respondents partly want also to response in Amharic. Hand written notes taken by the researcher mostly in English and in some instances in
Amharic. Hand notes organized in notebook later recoded in computer using Microsoft Word. Amharic words and sentences from notebook transcribed by the researcher to English and recorded in computer. Data organized in computers and has had backup system. Data coded in computer without identifying respondents; so that responses are not traced back to the participants.

As part of overall qualitative case study analysis; case analysis, content analysis, and quantitative analysis are used. These helped to ensure good analysis of data from semi-structured interviews, focus group discussions, structured interviews, observations, and documents.

According to Leedy and Ormrod (2014: 150), content analysis is detailed and systematic examination of the contents of a particular body of material for the purpose of identifying patterns, themes, or biases. Content analysis follows a systemic process for coding and drawing inferences from texts (Cooper and Schindler, 2014). Leedy and Ormrod (2014: 151) state that 'data analysis in content analysis is to tabulate the frequencies of each characteristic found in the material being. Thus, virtually any content analysis is quantitative as well as qualitative'. Leedy and Ormrod (2014: 151) also state that 'appropriate statistical analysis are performed on the frequencies or percentages obtained to determine whether significant differences exist relevant to the research question. The researcher then uses such tabulations and statistical analysis to interpret the data as they reflect on the problem under investigation'.

Ramphal and Serumaga-Zake (2015, 180) discuss that in content analysis categories are developed, content is coded, and category counts are conducted, recurrent themes, and typologies and illustrations of particular issues are used. Content analysis best fits this research, which uses qualitative approach of case study method. The research design is exploratory. This design best fits the research questions and objectives that are demanding content analysis. As a result, content analysis is used. Information about the research is organized, data in themes is categorized, interpreted, patterns are identified, data is synthesized, and conclusion is drawn.

Common words, phrases, sentences that are collected from in-depth interview, focus group discussion, observation, and structure interview are extracted and arranged in themes. These themes are categorised to provide different views and comparisons as appropriate. This comparison are assisted in considering objectivism and subjectivism observed in research results. This helped to achieve a balanced data analysis process where both objective and subjective elements are considered.
Overall, the analysis is qualitative but some quantitative analysis mainly for the 32 structured interview findings are used. In the quantitative analysis, descriptive statistics such as percentages, averages, and mean are used. These statistics are supported by tables. Doing this helps to visually present results for easy analysis. All this information is analysed and the findings linked back to the three research questions and propositions of this study. The identification of results and essence is analysed to address the problem statement as presented in chapter one. Convergence must be looked from a triangulated study, that is, separate pieces of data must point to the same conclusion (Ramphal and Serumaga-Zake, 2015: 147). Based on analysis and interpretation of varies sources of data; conclusion are drawn for each themes and sub theme, general conclusion is drawn, recommendations are forwarded, and study implication for further study are indicated.

Data analysis, interpretation, and finalization of the research report activities were done in February - March 2017.

3.9 Validity, Reliability, Generalisability

Validity and reliability are very important in any research. To have acceptable research a research should be based on validity and reliability constructs. Sound measurement must meet the tests of validity and reliability (Cooper and Schindler, 2014: 263).

i/ Validity. According to Leedy and Ormrod (2014), the validity of a measurement instrument is the extent to which the instrument measures what it is intended to measure. They further state that in considering validity, there are two basic questions: First, does the study have sufficient controls to ensure that the conclusions drawn are truly warranted by the data? And second, can the results obtained reasonably be used to make generalizations about the world beyond that specific research context? According to them, the answers to these two questions address the issues of internal validity and external validity, respectively.

Leedy and Ormrod (2014: 103) states that 'the internal validity of a research study is the extent to which its design and the data it yield allow the researcher to draw accurate conclusions about cause-and-effect and other relationships within the data'. Using multiple data sources from study groups, have helped to maintain internal validity of this research. On the other hand, according to Leedy and Ormrod (2014: 103), 'the external validity of a research study is the extent to which its results apply to situations beyond the study itself, in other words, the extent to which the conclusions drawn can be generalized to other contexts'. To ascertain external validity, since there are 32 in-depth interviews, 2 focus group discussions, 32 structured interview questions, observation, and secondary data; it can be said that the external validity is maintained.
To get valid results, saturation is considered in this study. Achieving saturation gave indication after 24 interviews. However, following the study orientation, design, methodology, and sample size the interview continued up to 32 interviews. This helps to represent well the 3 study groups and academicians/specialist group and to maintain equal proportion of each group as planned. Doing this also helps to avoid bias, to establish comparison and contrast among groups when necessary, and to see results in aggregate (3 groups together) and 3 groups with academicians/specialists. Besides, doing these helps to increase validity and reliability, and generalizability.

ii/ Reliability. Leedy and Ormrod (2014: 93) state that reliability is the consistency with which a measuring instrument yields a certain, consistent result when the entity being measured is not changed. To maintain and enhance reliability, to get consistent results, multiple data sources of in-depth interview, focus group discussion, observation, questionnaire, and secondary data were used. The same interview guideline and questions were used. The interview instrument achieved the intended purpose and found successful.

iii/ Objectivity. This research is exploratory and uses qualitative approaches. As a result, it is study is subjective in nature. However, using structure interview questions objective element are incorporated (Cooper and Schindler, 2014; Leedy and Ormrod, 2014; Yin, 2014). This has helped to maintain objective neutrality.

iv/ Generalizability. Sometimes, it is possible to reach wider respondents with qualitative methods (Cooper and Schindler, 2014; Leedy and Ormrod, 2014; Yin, 2014). This research finding/empirical evidence can be generalize as the study has wider respondents based on different data sources including structured interview questions.

According to Leedy and Ormrod (2014: 106), ‘some qualitative researchers such as Lincoln and Guba (1985) and Creswell (2007) have suggested that for qualitative research, such words as credibility, trustworthiness, conformability, and validation be used instead of the term validity. However, in this research, the term validity is used and addressed as discussed above. According to Ramphal and Serumaga-Zake (2015), in qualitative study data credibility, dependability, conformability, transferability, triangulation, and authenticity should be maintained. In this research, these are addressed and maintained as described below.

a) Credibility: data using varies methods (in-depth interview including structured interview questions, focus group discussion, observation, secondary data).
b) Dependability: The data collection is from all study groups and sub groups, uses varies data collection methods, follows accepted methodology, a step by step application of data collection and analysis procedures.

c) Conformability: The research was designed based on concepts, constructs, frameworks, model, and theories. It can be studied further with similar setting, different context and location.

d) Transferability: The results of the study can be generalized.

e) Triangulation: The research is based on multiple data sources that come from multiple data collection methodologies, uses different research outputs, and it can be used by different researchers. It can also enhance collaboration.

f) Authenticity: The research is based on available theories and facts and/or based on forwarded theory as indicated in chapter one. It is designed using scientific methods and has been implemented based on scientific method of research.

3.10 Scope, Delimitation, and Assumption

3.10.1 Scope

Scope of the study includes assessing Ethiopia public organization knowledge utilization for strategic planning and strategic leadership practices. The main focus is knowledge utilization for strategic planning and strategic leadership. The study is in relation to DA development consulting service TA support at organization level. The focus is on public organization strategic level knowledge utilization since 2010. Ethiopia public organizations of federal ministries and regional level organizations are included. Public organization managers and experts who usually involve in strategic planning and decisions, selected public organization experts who involve in strategic planning processes; development consulting firm managing directors and consultants; development aid organizations managers and experts; and academicians/specialists in the study topic are included. Development consulting TA includes capacity building through working together, documents and reports preparation, training, advisory service, participating in planning and meeting. International and national development consulting firms that provide TA are included. Ethiopia DAG 29 members are included in the study.
3.10.2 Delimitation

The research does not include DAG loan assistance; and does not include DA assistance apart from Ethiopia DAG. The study does not focus on other knowledge management components such as knowledge creation and acquisition, knowledge storage, knowledge sharing/transfer/dissemination, knowledge platform, KMS, KMS technology, knowledge application/utilization for other purpose, information system etc. It does not include management consulting, and other kind of development consulting TA support. It does not include public organizations at Zonal, District, and Kebele level. It does not include civil society, media, political, public security, and military organizations. It does not focus on functional and operational activities. The research is not to explain, predict and estimate. That means not study casual - predictable and causal relationships. The study is not used longitudinal survey.

3.10.3 Assumptions

This research assumed that knowledge is created/acquired from the TA through development consulting service. It also assumed that this knowledge is transferred/disseminated to government organizations either in explicit or implicit/tacit way. In addition, the research assumed further that basic understanding of knowledge management and knowledge utilization exists among the study groups. These assumptions are tested; and the study found that the assumptions are true.

3.11 Limitations of the Study

Understanding the contribution of development consulting TA knowledge utilization for strategic planning and strategic leadership is not easy; in most cases, this is so subjective. Identifying knowledge utilization (gained from TA projects and programs through development consultants) from other sources of knowledge could be another limitation. Another limitation is the availability of background studies that in lined with this research (linking DA TA, development consulting and public organizations in terms of knowledge utilization). Knowing how to deal with both explicit and tacit knowledge simultaneously would be difficult. Lack of theory was a challenge. Developing/Extending theory of the research using qualitative methods would be challenging as it took reasonable time and effort. To mitigate limitations, the forwarded theory is developed as a guide; in-depth interview and different data sources used, and the focus was on most important strategic issues.
3.12 Contribution of the Study

This research is significant to maximize DA TA projects and programs knowledge utilization in effective, efficient, and sustainable manner. It helps to enhance partnership. It helps to identify strategic opportunities and challenges, and to know key strategic policy issues. It would be an input to develop proper knowledge utilization strategies in order to have better strategic decisions and strategic leadership in public organizations. This would contribute to the country poverty reduction and development efforts.

Development consultants would have better understanding regarding the knowledge utilization that is acquired and transferred by them to their public clients. This research facilitates better public private partnership. It is an add value for consulting firms to develop better business strategies in order to satisfy their clients and customers (public organizations and development aid agencies) wants, needs, and demands. This would contribute for their profitability and growth in the long term. For DA agencies (international community partially represented by these agencies), the study helps that their money has value in making a difference - government capacity is developed and knowledge is utilized so as to contribute for the betterment of life of Ethiopian people.

For the academic world, it would add value through initiating preliminary questions that would help the understanding of knowledge management of developing countries public organizations. It would also add value of the academic understanding of knowledge utilization, capacity building, and designing knowledge management strategies for developing countries. It would also add value for the understanding of private public partnership, and development consulting service business strategies. In addition, it would add value of the academic understanding of knowledge management and knowledge utilization as part of strategic management and strategic leadership competencies. It would also add value the understanding of DA effectiveness, efficiency, and sustainability in developing countries.

3.13 Research Ethics

As discussed in the first chapter of this research; the research has been done sincerely and transparently. It is ensured that no ethical considerations are violated and for these reason, this research study avoided any ethical problems. As a result, this research did not raise any ethical concerns.

Generally, the rights and safety of research participants are protected. No one is forced or tricked to participate in the study unwillingly, and participants are free to pull out at any time during the
study, privacy is observed, there is no physical or emotional harm. It is believed that respondents were comfortable and fully honest when reporting the results. Research Ethics in Research (UNISA SBL, 2015a), MBL Research Ethics involving Humans (UNISA SBL, 2015b), UNISA Policy on Research Ethics (UNISA, 2012), The MBL Research Report MBLREPP Module Overview (Henning, 2016) are followed. Ethics application of 'No data collection is allowed without an Ethics Clearance Certificate' (Henning, 2016: 15) is followed. 'Turn-it-in reports' is applied (Henning, 2016: 15). The necessary and maximum care for plagiarism is taken. To understand the science of business ethics Buchholtz and Carroll’s (2012) work is used as a general guide. The researcher and research participants act accordingly. Integrity has been most important.

The study participants were introduced to the overall research idea and data collection instruments. They were informed about what their participation requires in the study. They were requested to freely consent or decline to participate in the research. Participants were not coerced or unfairly pressurised to participate; participation was voluntary. Participants were requested to provide written consent to participate in the survey; and they did accordingly. They were informed that they remain anonymous and their responses in the survey are not linked back to them. They were also informed that none of their personal details used in the report; such information not traced back or used to identify them; communication is treated in the strictest confidence and that participation (or nonparticipation) and/or their responses is not revealed to any external parties.

3.14 Summary

This chapter discusses overview of research approach/methods and research process, and the preferred approach for this study. It further highlights the research method and design, target population, sampling frame, sample selection, sample units, sample size, and rational for choosing these methods. It also highlights measurement scales, data collection methods, and research instruments. This chapter further discusses data collection process, data management and analysis, validity, reliability, and generalizability. It also discusses scope, delimitation, and assumptions. Finally, this chapter discusses that limitation of the study, contribution of the study, and ethical issues.

3.15 Conclusion

The main aim/goal of this research is to conceptualize and contribute the understanding of knowledge utilization of Ethiopia public organizations that gained from DA TA through development consultants for the use of strategic planning and strategic leadership practices. The purpose of the study is to explore knowledge utilization of Ethiopia public organizations, gained
from DA TA through development consultants, for the use of strategic planning and strategic leadership practices. The main research question is to what extent are Ethiopian public organizations utilizing knowledge, gained from DA TA through development consulting services, for their strategic planning and strategic leadership practices. The following methodology is developed that fits the study aim/goal, purpose and the research question.

The research follows ontology view, paradigms/philosophy of interpretivism and inductive reasoning. The chosen research approach is qualitative, uses exploratory design, and case study method/strategy.

Target population of this study include Ethiopia government federal and regional government ministries, 29 Ethiopia DAG members, and development consultants that are associated to DAG who are working together on TA projects and programs, and academicians/specialists. Sampling frame include Ethiopia government federal and regional government ministries, DAG members, and development consultants that are associated to DAG who are working together on TA projects and programs (completed within 5 years or ongoing projects and programs that have at least 2 years life time since started), and academicians/specialists in the study topic.

The research uses purposive, judgemental, and convince sampling. In this research study, there are three groups. Each group also has its own segments. These are public organizations (managers and experts), development consultants (managers and experts, international consultants and national consultants), and development aid agencies (managers and experts). In addition, academicians/specialists who have well understanding on the study topic are included. In this research, sample includes 32 individual in-depth interview (semi structured and structured), two focus group discussions, and observation of all respondents feeling and emotions from in-depth interviewing and focus group discussions is part of study. In addition, 3 organizations five years strategic plans are included.

Data collection methods include: individual in-depth interview, focus group discussion, participant observation, and document review. Semi structured interview guides, focus group discussion guide, structured interview questions are used as data collection instrument. Each of the three research questions are broken into smaller questions.

Regarding data management and analysis; qualitative case study analysis, content analysis, and descriptive quantitative analysis are used. These have helped to ensure good analysis of data from interviews, focus group discussions, observations, and document review. Validity, reliability, and generalizability of the study are addressed.
CHAPTER FOUR

RESEARCH FINDINGS

4.1 Introduction

In preparation of this chapter, research method and design discussed in chapter three section 3.4, data collection methods discussed in chapter three section 3.6; and research instruments discussed in chapter three section 3.7 are followed. Section 3.8 also guides to prepare this chapter. This chapter provides profiles of respondents, background to questions and sub questions, and research finding. The chapter also provides presentation of finding in 12 themes and in 33 sub themes. In addition, this chapter provides chapter summary.

4.2 Profile of Respondents

As discussed in chapter three section 3.3, the research preferred approach is qualitative (Cooper and Schindler, 2014). In chapter three section 3.4, it was also discussed that the research demands exploration. Exploration design is good for conceptualization and understanding for little known problem, when the problem is not fully known (Cooper and Schindler, 2014). The research method strategy is case study. Case study allows investigators to focus on a "case" and retain a holistic and real-world perspective such as organizational and managerial processes; it helps to answer how and why questions (Yin, 2014). Case study is a powerful research methodology that combines individual and (sometimes) group interviews with record analysis and observation. A case study can include more than one unit of analysis that increases the complexity of data to be gathered and analysed (Leedy and Ormrod, 2014). The research participants are selected from different group and sub groups/segments (managers and experts in a group), and academicians/specialists.

For the preferred approach, design, method strategy; Non-probability sampling is chosen. As discussed in chapter three section 3.4.3, Non-probability sampling is good to discover the range of extent of conditions that are related to exploration (Cooper and Schindler, 2014). The research used a combination of purposive, judgemental and convenience sampling as appropriate; to select respondents that represent broad views of the research groups (Cooper and Schindler, 2014: 152.). Research participants are mainly from federal organizations and from international and national organizations based in Addis Ababa. There are also research participants from Amhara region and Benishnagul Gumuz Region. Table 4.1 gives information summary of individual in-depth interview and FGD research participants.
### Table 4.1: Individual in-depth interview and FGD research participants

<table>
<thead>
<tr>
<th>Group Name</th>
<th>Group Code Given</th>
<th>No of research participant</th>
<th>Respondents Codes Given</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government organizations respondents</td>
<td>G</td>
<td>8</td>
<td>G1, G2, G3, G4, G5, G6, G7, G8</td>
</tr>
<tr>
<td>Development consultants</td>
<td>C</td>
<td>8</td>
<td>C1, C2, C3, C4, C5, C6, C7, C8</td>
</tr>
<tr>
<td>Donors organizations respondents</td>
<td>D</td>
<td>8</td>
<td>D1, D2, D3, D4, D5, D6, D7, D8</td>
</tr>
<tr>
<td>Academicians/specialists in the field</td>
<td>E</td>
<td>8</td>
<td>E1, E2, E3, E4, E5, E6, E7, E8</td>
</tr>
<tr>
<td>Focus Group Discussion</td>
<td>FGD</td>
<td>14</td>
<td>FGD1, FGD2</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>46</td>
<td></td>
</tr>
</tbody>
</table>

32 in-depth interviews were conducted. In addition, 2 FGD were conducted. FGD1 has 8 participates. Whereas, FGD2 has 6 participants. Each interview and FGD took an average of two hours. The 32 in-depth interviewees and FGD took about 68 interview-meeting hours. As indicated in Table 4.1, in order to facilitate easy communication and to keep confidentiality, codes are given for each study group and for each in-depth interview participants, and for FGD. Most participants are Ethiopian and live in Ethiopia. However, there are also other country nationals who live in Ethiopia or who live in other countries. To keep the confidentiality further, nationality and residence are not indicated. Instead, their citizenship indicated as non-Ethiopians. Their residence indicated as outside Ethiopia.

Study group G participants have experience in urban development, urban planning, macroeconomics, policy, planning, M&E, water, irrigation, energy, education, capacity building, civil service reform, development cooperation, and health.

Study group C participants have experience in land administration and land management, water, sanitation & hygiene, gender & development, agriculture, research, watershed management, soil management, forestry, planning, M&E, evaluation, food security, and rural development.

Study group D participants have experience in agriculture, food security, water, sanitation & hygiene, irrigation, policy, planning, M&E, evaluation, renewable energy, land administration, agriculture growth, health, education, and capacity building.

Group E participants have experience in planning, M&E, evaluation, project management, policy, consulting, knowledge management, information management, GIS, development planning, M&E, development cooperation, training, and management consulting.

FGD1 participants have experience in health, education, water, planning, M&E, and finance.
FGD2 participants have experience in trade, industry, and education. Table 4.2 gives additional profile information on the study participants.

Table 4.2: Profiles of respondents

<table>
<thead>
<tr>
<th>Group Code</th>
<th>Sex</th>
<th>Average Age</th>
<th>Education level</th>
<th>Nationality</th>
<th>Country of residence</th>
<th>Work position</th>
<th>Average year of experience</th>
<th>Average years of experience on the study topic</th>
<th>Average years of experience in Ethiopia/Regions</th>
</tr>
</thead>
<tbody>
<tr>
<td>G</td>
<td>8 M</td>
<td>43</td>
<td>7MA/MSc 1BA/BSc</td>
<td>Ethiopian</td>
<td>Ethiopia</td>
<td>4 Experts 4 Managers</td>
<td>17</td>
<td>12</td>
<td>17</td>
</tr>
<tr>
<td>C</td>
<td>7M 1F</td>
<td>51</td>
<td>2PHD 6MA/MSc 4 MA/MSc</td>
<td>4 Ethiopian 4 non-Ethiopian</td>
<td>6 Ethiopia 2 outside Ethiopia</td>
<td>1 Consultant 1 Country Coordinator 4 Managers 2 Managing Directors</td>
<td>23</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>D</td>
<td>6M 2F</td>
<td>41</td>
<td>1PHD 7 MA/MSc 7 MA/MSc</td>
<td>7 Ethiopian 1 non-Ethiopian</td>
<td>Ethiopia</td>
<td>4 experts/technical support/advisor 4 managers</td>
<td>17</td>
<td>13</td>
<td>15</td>
</tr>
<tr>
<td>E</td>
<td>8M</td>
<td>45</td>
<td>2 PHD 6MA/MSc 7 MA/MSc</td>
<td>7 Ethiopian 1 non-Ethiopian</td>
<td>Ethiopia</td>
<td>Academicians/specialists</td>
<td>27</td>
<td>23</td>
<td>27</td>
</tr>
<tr>
<td>FGD1</td>
<td>8M</td>
<td>38</td>
<td>6 MA/MSc 2BA/BSc</td>
<td>Ethiopian</td>
<td>Ethiopia</td>
<td>4 experts 4 managers</td>
<td>15</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>FGD2</td>
<td>5M 1F</td>
<td>39</td>
<td>4MA 2BA/BSc</td>
<td>Ethiopian</td>
<td>Ethiopia</td>
<td>3 experts 3managers</td>
<td>16</td>
<td>10</td>
<td>16</td>
</tr>
</tbody>
</table>

4.3 Background to Questions and Sub Questions

The 15 questions were asked to get subjective and objective answers. Under the 15 questions, 32 in-depth interview respondents answered 4 case based subjective questions, 26 content based subjective questions, and 32 objective sub questions. Total 62 questions raised and 62 answers noted accordingly. Objective sub questions include i/ 25 yes/no questions ii/ 7 questions in rating scale (good, above average, average, below average, poor). Two FGD were conducted on the same size of subjective and objective questions. The answers from these discussions incorporated in the finding. In addition, observations from the in-depth interview and FGD were noted and incorporated under each theme as appropriate. Furthermore, 3 strategic documents were reviewed and the finding is incorporated.
As discussed in chapter three section 3.7 and section 3.8 there were 15 questions. These questions answer three sub research questions (SRQ) that were discussed in chapter one section 1.2.1. Questions 1 to 8 on extent of knowledge use, questions 9 to 13 on knowledge use partnership, and questions 14 to 15 on strategic challenges and opportunities in knowledge use. In order to facilitate the communication codes are given for each question and sub objective questions. The codes are designed to refer easily questions listed from 1 to 15. Questions related to SRQ, and sub questions are numbered to refer the SRQ and questions. For example, 1.2.4 means 1 refers SRQ 1, 2 refers Question 2, and 4 refers Sub Question that falls under SRQ 1 and Question 2. Questions and question codes are described in annex I, II, and III.

4.4. Strategy Planning and Strategy Implementation Process

Findings presented below as per Question 1.1 are to understand Ethiopia public organizations strategy planning, strategy implementation, and strategic leadership practices.

This question dealt with to assess:

- Strategic management (strategy planning and strategy implementation)
- Strategic leadership
- Transformational leadership/visionary leadership
- Change management and leading change
- Strategic project management (SPM) and executive project management (EPM)
- Contribution of DA projects and programs
- CB and CD

4.4.1. Strategic management (strategy planning and strategy implementation)

As part of secondary data collection, three strategic documents were reviewed.

These documents are GTP I (MoFED, 2010), GTP II (NPC, 2015), and urban sector GTP II (MoUDHC, 2015). Currently the county is led by GTP II (2015/2016 - 1019/2010). All strategic documents are followed SPM approach. However, there is no attention and focus for knowledge, knowledge management, and knowledge utilization. There is no also clarity how capacity can be built from DA TA partnership. Both documents also do not identify strategic opportunities and challenges in development partnership, knowledge management, and knowledge utilization. There are capacity building sections in the documents with emphasize on ICT and information. However, there is no emphasise how institutional capacity built sustainably using policies.
strategies, and systems. In relation to the overall capacity building effort, there is no emphasise what and how DATA contribute for this effort in effective, efficient, and sustainable manner. The strategy plans focus on what (targets) and why (rational). There are how issues (methods and approaches). However, the how questions are not addressed that how institutional capacity will be built sustainably through strategic and wise use of knowledge.

The respondents were requested to comment on GTP II, sectoral GTP II, sub sector GTP II, and/or their organizations 5 years SP. The replies were received as statements as indicated in Table 4.3. Multiple responses are reported as frequency of occurrences.

4.3: Strategy planning and strategy implementation situation

<table>
<thead>
<tr>
<th>Statements</th>
<th>Number of Occurrences</th>
</tr>
</thead>
</table>
| We have been 5 years plans since before 1974. But, recently, the five years plans have followed SPM approach. Currently, the country has 5 years Growth and Transformation Plan (GTP II) which is being implemented (2015/2016 - 2019/2020). GTP II is prepared by the government. The planning commission [government] approach of GTP II is mainly top down, but there is some bottom up approaches in the process. It is the country GTP II that gives overall direction for sectoral GTP II, regional states GTP II, and 2 self-administrative cities. The country GTP II is based on the government priorities (policies and strategies). Based on GTP II sectors GTP II are prepared. Sector GTP II has sub sector strategic plans. Sectors GTP II are prepared by the ministry, commission, bureaus, etc. Nine regions and two self-administrative cities also develop their own regional and city GTP II. Regions and cities follow the country GTP II, sector GTP II, and the context of their own specific region or city. Regional GTP II and sector GTP II are cascaded to zonal and woreda level. Organization/institution perspective each organization (ministry, commission, bureau, agency) lead by its own 5 years strategic plan which is almost the sector or sub sector GTP II plans. The public organizations sector GTP II is their organization strategic plan as well. Ministries sector GTP II or SP are based on sector policy and sector strategies. Sector GTP II has sub sector strategic plans. Each bureau, agency, directorate participated in the planning and implementation of their specific sub sector strategic plans that will be an input to the sector GTP II. Sector GTP II, SDP, SP are based on GTP II. Sector GTP II, SP have vision, goals and objectives. Based on the county GTP II, sector GTP II are prepared. For example, urban sector, water sector, WASH sector, etc. Sectors GTP II are prepared by the ministry, commission, bureaus. In most case, sector GTP II is part the country GTP II. For example, the urban sector GTP II is part of the country GTP II. The difference is that the sector GTP II is more detailed.
| There are other organizations that have organizational GTP II. They call it strategic plan (SP). Some organizations role is to coordinator, facilitate, capacitate, and support sectoral ministries. As a result, they do not have sectoral GTP II. They have organizational SP. Organizations plan and implement sector and |

20
sub sector strategic plans, or SP.

From the sector or sub sector GTP II organization take their share and take it as their 5 years strategic plan. The 5 years strategic plan is cascaded to yearly plans. And yearly plan is cascaded to quarterly plans. Yearly and quarter plans are measured using Business Score Card (BSC). This is to monitor achievements against stated objectives.

Federal ministries and regions uses BSC as implementation/implementation evaluation tool. BSC to measure activities (quarterly, in 6 months, and yearly). SP prepared based on the principle of BSC. Organizations have 3 years and annual program, budget plan. There is participation in sector GTP II and/or organizational SPM Participation in cascading GTP II to sector and sub sector plans Participation in BSC and implementing BSC. BSC measures quality, time, and amount of work. A lot of things are related to GTP II.

Absence of participation in the country umbrella plan of GTP II at directorate and employee level. Gap in getting idea from consultants. Only few individual participate. The participation/is not as such consultative at lower level. We do not involve in sector GTP. We are not involving as much as we wish. We are only connecting donors and recipient. Processes are hidden. It is directors mostly involve. We do not know as a consultant the planning process that we should have been involved. Counterparts do not involve us in the strategic making process. Role of consultant is not very strong. Employee role is very limited. Consultants role is also limited. There is problem in integration, collaboration, and coordination. The process is from top to bottom.

The government, NPC lead and coordinate 5 years GTP II preparation based on the government priorities - policy and strategies. GTP II is strategic plan document to guide the development of the country. GTP II initial draft prepared by experts then to regions. It is consultative process.

In sector GTP not strategic issues planned, the plan is not as such strategic, looks to do list, not possible to do all issues. Does not look beyond targets. Targets are their but the rational is not good. It has cross cutting issues problem, integration problem. They have strategy but do not internalize it. Government develop some strategy for funding without internalizing it. GTP plans are strategic but still guided by socialist guidelines. Strategy plans focus on targets. They really do not guide how to achieve those targets. For example, there are targets to decrease non-functionality of water supply infrastructures but there is no clear strategy how to achieve that. Due to this, sometimes we development consultants TA group and the government prepare different strategies.

GTP I and GTP II are ambitious. GTP I and GTP II have too ambitious targets/ambitious plan, difficult to implement. Overstated not based on evidence Question of realistic. GTP I was not a plan that can be realized. Simply ambitious.

The interpretation and understanding of strategy differs including at the top. The strategic vision of of the strategy not understood in similar level from federal to woreda. In Ethiopia understanding of strategy is not good. Even misconceived, misunderstood. For example, there is a clear strategy for water supply that indicates role of districts and the community. However, people believe that government should do it not themselves.

Strategic planning making process varies. In some cases, internal stakeholders participate but not necessary all consulted. The strategy is very technical that do not include all social issues and socio-economic groups. This makes difficult the implementation of the strategy. In some organizations the strategy making process do not involve the Planning Directorates. This is big problem. They just bypassed. Some ministries lack leadership in this regard.

<table>
<thead>
<tr>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>GTP I failed during and after implementation. Not much result. Not solve critical problems. Strategy may be great but it’s not implemented strategically. Has implementation problem</td>
</tr>
</tbody>
</table>

GTP II is strategic, have strategic directions, visionary, well structured, set for principles.

When government plan, DA projects and programs are included. DA has not its own plan. It is integrated in the government plan. DA TA also involve in strategic plan to achieve strategic objectives. This is strong in the health sector. TA is integrated and coordinated.

<table>
<thead>
<tr>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>GTP II is very structured. It is government focused. But the government commitment is there. Thinking about serving people with a lot of time and energy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sectoral plan should not be organizational plan</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficult to conclude that organizations are led by strategy. It is like a medium term plan- 3 to 5 years</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sectoral plans and GTP II seems not fully linked. Partly match but not always</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>There is responsibility problem</td>
</tr>
</tbody>
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<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>There are policies and strategies. But, most do not have mechanism to cascade. There is lack of regulation and instruments</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1</th>
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<tbody>
<tr>
<td>Organizations units do in isolation. Disaggregate then segregation. The plan is also not implemented as unified entity. No interplay</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1</th>
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<tbody>
<tr>
<td>The consultant role is not to participate in government strategic making process. We support what the government and donors agree on. We support the existing strategy. Participating in strategic plan is not part of our agreement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>We consultants have role and support strategy implementations based on the government and donors framework</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>In GTP II preparation process development partners may have some early analysis. Participate in the analytical aspect. They might provide consultant input</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>GTP II may have gap in synthesizing. Has also coherence problem</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government employee do not have capacity to prepare strategy. Qualified employees just leave organizations after their capacity built. We development consultants prepare the initial strategy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>We consultants are doing actual works/the works of the government. We assist the government whatever they need. Our duty is to facilitate the development and to provide strategic advices</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>In theory it is strategy, process management. But it is political process, top-down process</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>There is no good evaluation of strategies i.e. GTP I</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>GTP II has resource limitation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>Donors participation in the GTP II is limited</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>GTP II is good enough in some goals and targets. But, donors want to bring the government in the dialogue</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not seen GTP II document but we discuss about it</td>
</tr>
</tbody>
</table>
From Table 4.3 the following observations are made:

- Ethiopia public organizations lead by SPM approach and strategic management principles (20 counts)
- There is lack of participation in the strategy management process (14 counts)
- The strategy planning process is consultative (13 counts)
- 5 years strategic plans mainly focus on targets. They do not answer as such how questions. Plans are not strategic (5 counts)
- 5 years strategic plans are ambitious (5 counts)
- The interpretation and understanding of strategic plans is different (3 counts)
- GTP II is strategic, have strategic directions, visionary, well structured, set for principles (2 counts).
- Plans are not based on lesson learnt (2 counts)
- Planning processes varies from organizations to organizations (2 counts)
- Plans failed during and after implementation (2 counts)
- Different responses (20 counts)

Table 4.4: How far government organizations led by strategy

<table>
<thead>
<tr>
<th>Sub Question No</th>
<th>Sub Question</th>
<th>Study Group Code</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.1</td>
<td>Government /public organizations are lead by strategy.</td>
<td>G</td>
<td>8</td>
<td>100</td>
<td>C</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C</td>
<td>8</td>
<td>100</td>
<td>D</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E</td>
<td>7</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total (study groups)</td>
<td>G+C+D</td>
<td>23</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total (study groups and academicians/specialists)</td>
<td>G+C+D+E</td>
<td>30</td>
<td>1</td>
<td>97</td>
<td></td>
</tr>
<tr>
<td>FGD1</td>
<td></td>
<td>1</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FGD2</td>
<td></td>
<td>1</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FGD1 + FGD2 = FGD</td>
<td></td>
<td>2</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From Table 4.4 the following observations are made:

- 1 in-depth interview participant does not vote
- Significant majority of respondents (> 97%) strongly believe that government/public organizations of Ethiopia are lead by strategy
4.4.2. Strategic leadership

The respondents were requested to comment on strategic leadership role in strategy planning and strategy implementation. The replies were received as statements as indicated in Table 4.5. Multiple responses are reported as frequency of occurrences.

Table 4.5: Strategic leadership role in strategy planning and strategy implementation

<table>
<thead>
<tr>
<th>Statements</th>
<th>Number of Occurrences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership plays role in strategic making process. Organizations have good structures and management. They bring and share good ideas, participate directorates and employees, planning directorate, finance etc. Lead the strategic making and strategic implementation process. Leadership own DA TA projects. They advocate and scale up projects and programs.</td>
<td>9</td>
</tr>
<tr>
<td>In theory, it is strategic leadership. In practice, it is management not leadership. Some gaps in leading strategically. The leadership focus on operations. Difficult to say the leadership manage strategically. It lacks cascaded leadership at different levels. Not to the expected in terms of bringing lesson learned. Gap in having learning events. Gap in having strategic human resources. Leadership has gap in the strategic making and strategy implementation. There is planning of the same thing without integration and coordination. Leadership is missing. No coordination. Lack of comprehensive strategy. There are parallel strategies. There is gap in flexibility, lack of innovation and creativity. The focus is to implement what is planned. Lacks also grass root participation. It is one-way strategic leadership. Difficult to participate in decision making process. Do not lead and is not good strategy implementation evaluation.</td>
<td>8</td>
</tr>
<tr>
<td>Capacity problem. Have gap in strategic leadership competency. Competency problem. Not know the sector. Focus on political appointment and politics. Technical knowledge would have been there to lead organizations strategically. TA use knowledge, leadership should have competency. Competency is based on knowledge. They have capacity and competency question [gap], to use, to evaluate, to achieve the plan. They do not also use good resource persons. Leadership uses knowledge (experience, insight, data). How far they are organized, consistency, awareness may be low. Political orientation plays high role. They do not have much coordination on technical input, technical framework, knowledge framework</td>
<td>5</td>
</tr>
<tr>
<td>Not sure if the leadership believe on some leadership issues or that is because it must give priority for political priorities/decisions.</td>
<td>1</td>
</tr>
<tr>
<td>Strategic leadership and management style is different among ministers. It depends who the minister is some are participatory some not. Some closely monitor some not.</td>
<td>1</td>
</tr>
</tbody>
</table>

From Table 4.5 the following observations are made:

- Leadership plays strategic leadership role (9 counts)
- Leadership dose not focus on strategic issues. Leadership role is mixed with management role. Leadership has priority setting problem (8 counts)
Leadership has capacity and competency gap; leadership is not knowledge based (5 counts).
Different responses (2 counts)

4.4.3. Transformational/visionary leadership

The respondents were requested to comment on transformational and visionary leadership situations in public organizations. The replies were received as statements as indicated in Table 4.6. Multiple responses are reported as frequency of occurrences.

Table 4.6: How far the leadership is transformational and/or visionary

<table>
<thead>
<tr>
<th>Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transformational and visionary. Appealing vision, inspirational, government is good in visions. Strategies are based on vision. It works toward to have effective and disciplined human resource. Good example about transformation is GTP I and GTP II that are committed to shift the country economy from agriculture to industry. But to do so policy, strategy, knowledge, skill, capacity is very important. The vision is long term. It is result based strategy. Ethiopian Airline is good example, which is visionary and transformational.</td>
</tr>
<tr>
<td>Number of Occurrences: 8</td>
</tr>
<tr>
<td>In theory it is transformational, visionary. But, no personal scarifies, not making self scarifies. Nice in words. Practice problem in being actually transformational. Not based on lessons learned. It is based on what should be done, not interest on the past, no reflection on the past. No question much on reports why failure, why success etc. Goes not refer back, based on only the current thinking. The vision is short vision. Not really long vision. Here, strategic thinkers do not see far. The five years planning is very short. It may be god to have 15 years plan. Visionary leadership is missing in this country. For example, the thinking is more job for the people. Create ideas to establish more businesses. But they give focus only narrow implementation area. For example, you may establish water maintenance business but you may not get licence to sell maintenance parts. It does not give wide spectrum. Such businesses become unsustainable and are being collapsing. Sustainable problem due to short sighted visionary thinking. They show interest but the vision thinking is not systemic, seems more on propaganda.</td>
</tr>
<tr>
<td>Number of Occurrences: 8</td>
</tr>
<tr>
<td>How to achieve transformation is difficult. It requires changes and policies. There is traditionally strong government role. The effort is transformational. But organizations are not designed on that. No capability to exercise transformational leadership. Lacks practicality. The vision does not supported by concrete plan and appropriate leadership style. GTP II by itself is not transformational. No innovation, no situational, not gives much flexibility. All the focus is on mobilizing knowledge. Not clear how knowledge be used let alone wise use of knowledge. The focus is generating knowledge not utilization. Vision mission does not go far. Not satisfactory. Paper work. Political interference is high. Politically charged, no innovation due to conformation for the strategy, no genuine participation, is not owned, no motivation, decisions are not developmental, no human centred growth. The organization vision prepared at the top without participation of employee but later communicated for awareness. It is routine, the focus is on routine things.</td>
</tr>
<tr>
<td>Number of Occurrences: 6</td>
</tr>
</tbody>
</table>
Egoism and egocentrism. My knowledge is better than yours. The educational system is geared/organized that the teacher has a knowledge to the student. There is also heavy hand of government. KM is misunderstood and underestimated. Visioning the future with wise use of knowledge is not great.

To archive GTP II, having transformation and achieving vision, human resource plays huge role. However, there is question on the competency of those assigned. To transfer, absorb, retain TA knowledge there are need of qualified human resource and education system. Knowledge is pervasive. At the same time quality education problem seems pervasive in Ethiopia.

Sectoral knowledge problem, not know the sector, can't transform the sector

Transformational leadership is to pull people. But here, they are not draw people behind, not draw vision.

To chive vision they use assumptions, models, and economic theories. But to achieve vision they do not have enough resources, no priorities, priority setting problem, lacks systems, programs. No KM systems in place to achieve vision. They do not know KM. KM is lacking.

Only political commitment.

From Table 4.6 the following observations are made:

- Leadership is transformational and visionary (8 counts)
- In practice leadership is not transformational and visionary (8 counts)
- There is no good organizational set up and organizational environment that could support transformational leadership. There are problems to have: transformational vision, strategy, innovation, wise use of knowledge, capacity and competency (6 counts).
- Different responses (7 counts)

4.4.4 Change management and leading change

The respondents were requested to comment on change management and leading change situations in public organizations. The replies were received as statements as indicated in Table 4.7. Multiple responses are reported as frequency of occurrences.

Table 4.7: How far organizations manage change and how far leadership is leading change

<table>
<thead>
<tr>
<th>Statements</th>
<th>Number of Occurrences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flexible including changing vision and mission when necessary. There are activities of change management such as BPR, BSC, Citizens Charter, Kaizen etc. There are six months performance evaluation, material administrations, availability of training for leaders and managers. Leadership accept change initiatives. Change platforms are there. Leadership is ready to be influenced if good ideas come on service delivery. There is interest and terms on change.</td>
<td>9</td>
</tr>
</tbody>
</table>
Difficult to implement changes and to lead changes due to different bureaucratic laws, regulations, rules, and working manuals. Change platforms are not effective and/or they do not use them. Government is not much ready for change management. Not much ready for change. Change should not be only from above and should not be imposed. In that case, mostly humans resist it. It is socialist approach. Constrained by nationally determined targets, direction, strategies. Change management is very limited. Difficult to think or adopt change management and to manipulate change. There are reforms tools such as BPR, BSC, Kaizen, Developmental Army, etc. But there is leading problem to bring change. There is gap in thinking, internalization, structure, system. Problem in human resource management to manage and to lead change. This include how to sustain, empower, and time management. Most managers are not in their offices for about their 75% of their time. No system for change. Attitude problem of knowledge and information. Change resistance. There is resistance to forward ideas on participatory change management; due to government position

<table>
<thead>
<tr>
<th>Change should be based on gap identification. There should be study and potential problems must be identified before implementation of any change effort i.e. BPR. BPR, is that change? BPR was implemented in Ethiopia. But had problem in its implementation. When organizations change, merge they destruct or dump documents. This problem is from federal to zonal and woreda level. This is weak attitude. How a lot of change i.e. BPR have been managed is another issue. But actually something is there. But basic activities for the sake of change lost. That was no efficient. Managing the best way seems difficult</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capacity gap, awareness gap about change management. Change management concept in Ethiopia is misleading. Management focus on emerging issues. What is there is no change management but changing management. Difficult to build system and capacity. Management seems do not have time for strategic thinking. The talk is there. But the walk is not there. Not adopt change. The way they want to change is difficult to understand</td>
</tr>
<tr>
<td>Host organizations should demand knowledge. They should have system by which they draw knowledge to remain within government staff from foreign companies.</td>
</tr>
<tr>
<td>The country has not culture for change. Plus, politics matters. Change is not our value; it is top induced change with control by the country leadership. That is one of the reasons why KM is not grow in Ethiopia.</td>
</tr>
<tr>
<td>There is another body that decide. Ministries forward ideas but someone change it.</td>
</tr>
<tr>
<td>Change could bring frustration or light. It should be managed well</td>
</tr>
<tr>
<td>Often we bring advices but our advices are not being used comparing to other countries.</td>
</tr>
<tr>
<td>Government is good in leading big projects</td>
</tr>
<tr>
<td>Government organizations consider development consultants as contractors to fill the gap. We Consultants spent our time on different assignments which are mostly routine; we faced to defend our TOR.</td>
</tr>
<tr>
<td>Lack of innovative human resources</td>
</tr>
<tr>
<td>Change needs stability. Many managers and directors are changing so frequently.</td>
</tr>
</tbody>
</table>
From Table 4.7 the following observations are made:

- There is good change management practices and leadership is leading change (9 counts)
- There is no good environment for change management in relation to: leadership, ideology, strategy, policy and guidelines, structure, system, the thinking and understanding about change, change culture, knowledge and attitude, human resource management, transparency and accountability, change resistance (9 counts).
- Change initiatives are not based on empirical evidences and gap identification. Change initiatives have been destructing existing knowledge (5 counts)
- There is gap in capacity, awareness, and conceptual understanding. Change efforts are not strategic and systemic (4 counts)
- Different responses (9 counts)

### 4.4.5. SPM and EPM

The respondents were requested to comment on SPM and EPM situations in public organizations. The replies were received as statements as indicated in Table 4.8. Multiple responses are reported as frequency of occurrences.

Table 4.8: Projects and programs strategic role and the role of leadership/executives.

<table>
<thead>
<tr>
<th>Statements</th>
<th>Number of Occurrences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projects and programs have alignment, strategic fit, high coherence, and harmonization. There is fit with GTP II, sector GTP II, SDP, SP. Different sector platforms and taskforces have been supporting to have alignments. Government is very clear on this. There is alignment to national objectives, a good job there. There is government ownership.</td>
<td>21</td>
</tr>
<tr>
<td>Executives have role on projects, reporting, monitoring, performance evaluation. Leadership has very high involvement. Also, from project coordinators etc.</td>
<td>10</td>
</tr>
<tr>
<td>Not alignment with sector priorities, gap in strategic priorities, awareness gap in SPM and EPM, do not follow EPM and SPM principles</td>
<td>2</td>
</tr>
<tr>
<td>Executives do not involve much. Very limited involvement</td>
<td>2</td>
</tr>
<tr>
<td>Have sustainability problem</td>
<td>1</td>
</tr>
<tr>
<td>Good physical resources, good manuals, guides, procurement systems, reporting systems, in the case of health sector there is strong alignment. Regular resources - government resource (RR) and other resources (OR) are aligned.</td>
<td>1</td>
</tr>
<tr>
<td>Executives participate from top to down. Involve in planning and implementation. But there is gap in cascading works, continuity problem; that makes projects unsustainable.</td>
<td>1</td>
</tr>
</tbody>
</table>
SPM is based on baseline. For example health sector; Ethiopian Demographic Health Services (EDHS)

| Executives role on projects and programs focus on their financial flow not on knowledge. Different interest on projects. | 1 |
| Slow process | 1 |
| Depends on who is the leader. When the leaders follow projects and programs there is high success | 1 |
| Strategies cascaded to down the structure. But there is lack of capacity. There are many projects. Short term activates takes most of the civil servant time. Projects are not managed well. There is lose of focus which result in ineffective implementation of projects. | 1 |

From Table 4.8 the following observations are made:

- Project and programs have alignment, strategic fit, coherence, harmonization with strategic plans (21 counts).
- Leadership/executives have role in SPM (10 counts)
- There is gap in alignment, strategic priorities, awareness gap about EPM and SPM (2 counts)
- Leadership/executives involvement on SPM is very limited (2 counts)
- Different responses (9 counts)

### 4.4.6. Contribution of DA projects and programs

The respondents were requested to comment contribution of DA projects and programs (DA and/or TA) for organizations success, poverty reduction and growth. The replies were received as statements as indicated in Table 4.9. Multiple responses are reported as frequency of occurrences.

Table 4.9: DA projects and programs contribution for the success of organizations, poverty reduction and growth

<table>
<thead>
<tr>
<th>Statements</th>
<th>Number of Occurrences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has contribution, significant contribution, fills financial gap, government is good in implementing services for public benefit. Government want to see pressing issues. Want to deliver services. Consultants give service for the government as generalists and as specialists. We [consultants] give advices, we prepare budgets, prepare material requirements etc. We [consultants] share information, training, TOT training to regions. Regions train woredas, we prepare guidelines. There is technology transfer benefit such as tools and frameworks. Technology transfer through workshops seminar etc. Technology transfer helps for global competitiveness. TA consultants contribution is huge.</td>
<td>22</td>
</tr>
<tr>
<td>Government focus less on smaller projects. Because they do not get attraction. People just go. Bigger projects have better attraction as a result they have better contribution. Government focus on scale not</td>
<td>3</td>
</tr>
</tbody>
</table>
Most studies are on shelf. There is not much reading culture and applying knowledge. There is duplication of efforts on studies, repetition of work. Due to turnover, there is problem of using them due to the fact that people who leave organizations do not transfer those studies. There are studies that would be used for 10 to 15 years. But, huge problem in using them. Has sustainability problem.

The contribution gets better when financial support and TA go together. Not much emphasis on TA CB effort. TA is better when it associated with service delivery. If TA is alone does not contribute much.

There is strategic contribution gap. There is capacity building contribution but they do not own it. Sustainability problem.

If no project no change. It is helping in tackling the capacity gap of the country.

DA and TA falls within government policies and strategies. However, no as such dialogue. The government sets vision, policies, strategies, national plan. Then donors seek to see areas they can play. They explore within the framework. They see where they can fit. As a result, donors influence is limited at strategic level. TA strategic role is extremely limited. Nevertheless, TA adds value.

DA TA has a lot of contribution. How effective is a different issue. Given the constraints, TA knowledge contribution possibly less than the financing. Effectiveness is a question. However, flow is there. Big flow.

TA does not focus strategically and has not strategic capacity. It capacity is how to do, how to manage operational things.

Sometimes government employ consultants who do not have capacity. Government focuses on routine. It would have been better if private sector stride. Government should focus on review.

TA are not qualified because they just make money, most of them are also corrupt and weak, they work for their citizens job creation, not merit based which lead to corruption; 70% of TA money goes back. They want just to live by making happy ministers. TA contribution is not according to the money flow. They do not involve people. They also impose their culture.

The contribution depends from organizations to organizations.

From Table 4.9 the following observations are made:

- DA projects and programs have reasonable contribution for the success of organizations, poverty reduction, and growth (22 counts)
- Government does not focus on small projects. The focus is on scale than quality (3 counts).
- DA TA contribution is better when it linked to financial support (2 counts).
- There is strategic contribution gap. Sustainability problem (2 counts)
- Different responses (7 counts)
### 4.4.7 DA TA capacity building and capacity development

The respondents were requested to comment on DA TA CB and CD in public organizations. The replies were received as statements as indicated in Table 4.10. Multiple responses are reported as frequency of occurrences.

#### Table 4.10: DA TA CB and CD effort in organizations

<table>
<thead>
<tr>
<th>Statements</th>
<th>Number of Occurrences</th>
</tr>
</thead>
<tbody>
<tr>
<td>CB effort has institutionalization problem. Short term, not sustainable. It has awareness gap. High turnover after capacity built (including at ministerial and employee level). Has sustainability problem, no system to retain the capacity built. No KM system. KM is not institutionalized. Knowledge development problem. Ministry of Public Service and Human Resources Development (MPSHRD) should think about CB in relation to KM and TA. No framework. Most people do not share what they know and what they have; for example, training documents. No culture or system how to share tacit knowledge. High gap in having institutionalized CB. Capacity comes with the TA, it goes when TA left. Government is good on data and information but do not give much value for knowledge. CB has not prone process. Counterpart changes regularly in the effort of CB. Frequent reshuffle, no proper handover process. We do capacity building. Example training, MSc education. Such kind of input is there but not systemic to keep the organization need. As a result, there is no system how the organization use the built capacity of individuals. Another example, when the director leaves he/she just leave without debriefing and lesson sharing. The problem is the person who has the knowledge is not stable. Dynamically people come and go. They do not stay in the system. Dynamics people turnover. CB is at individual level. Not institutionalized. For example, in pilot projects people leave before the project is over. TA approach is not used strategically to influence the CB effort. And/or government does not have capacity to manage TA well. Some donors in cooperation with development consulting firms implement projects that what government would have been implemented. This is because government has not capacity. Capacity building is at operational level; not at strategic level. TA does not have the opportunity, the environment. The government does not ask strategic support to build capacity. Capacity building is considered as luxury. Not urgent need. As a result, TA is not building strategic capacity. There is lack of engagement. Misunderstanding about training. We use TA knowledge for CB until TA is there - until the project ends. Effective in short term, not effective in long term. TA is not creating knowledge here for us.</td>
<td>27</td>
</tr>
<tr>
<td>Good effort on CB and CD. Knowledge transfer, training, knowledge sharing through working together, learning by doing, M&amp;E. TA staff works following organizational structure. They respect institutions. Good use of TA during the project life time, and good knowledge transfers for individuals. Efforts are there on CB. TA CB influence strategy and leadership. Capacity building is there. For example, community Management Program (CMP), consultants transferred knowledge through training. Knowledge shared. Tacit knowledge shared through training, workshop, meetings. That cascade to woreda and the community. They do it by themselves. We consultants increase the knowledge of the people at different levels. Capacity building effort on physical capacity i.e. software, institutional capacity, strategic</td>
<td>15</td>
</tr>
</tbody>
</table>
learning, strategic leadership. We do this in different ways including through learning forums, platforms, seminars etc.

<table>
<thead>
<tr>
<th>TA brings its knowledge from outside. The training is coming from outside. It does not see much the environment. No background checks on the training environment and training candidates. It does not give opportunity to create knowledge here. Such situation will not build capacity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capacity building is politically charged. It is transferring what the government/political leadership think should be.</td>
</tr>
<tr>
<td>There is no articulated policy and strategy of CB. Everywhere capacity building, pervasive, which is an indication of reflection of strength. But, capacity building is not conceptualized rightly in knowledge use.</td>
</tr>
<tr>
<td>Donors are there, but not pay attention on the right things. Many people think training is capacity building. There is no enough attention why and how CB can be effective.</td>
</tr>
<tr>
<td>People come not for the training but for the payment. This is serious problem. In trainings people sent from regions who do not work on the targeted job responsibility. Resource is wasted. No sustainability. DA TA is not as such effective. It is not giving significant contribution. Does not go with the country situation. In principle, it is useful. We have knowledge gap, but the country is not using it.</td>
</tr>
<tr>
<td>There is CD that includes training, logistics support, exposure visit, monitoring and supervision, system strengthening, education etc. However, people just leave after their individual capacity built. They do not transfer their knowledge after training. There are problems in thinking, attitude, behaviour, culture etc. Some people consider the per diem from the training program than the training itself. CD has also quality problem. CD is routine. CD is not sustainable. It is not sustainable because institutional capacity is not built. Institutional capacity building is also long term. Long-term effort needs sustainability.</td>
</tr>
<tr>
<td>Focus on CB gap identification, training need assessment but the actual practice is not based on the need, no budget, is not coordinated.</td>
</tr>
<tr>
<td>A lot of effort to build the capacity of government/public organizations. Donors are here because the Ethiopian government do not have capacity, to building capacity so as to monitor resources (financial), and to create synergy.</td>
</tr>
<tr>
<td>Large scale projects have good contribution due to good engagement. Projects are successful when there is strong engagement.</td>
</tr>
<tr>
<td>It depends how you look capacity building; individual, institution, etc. But CB has sustainability problem. To build the capacity of institutions it takes time.</td>
</tr>
<tr>
<td>Country is developing fast as a result there is capacity gap</td>
</tr>
<tr>
<td>There is initiative to have CB strategy in place, TOR is under preparation to recruit consultant in order to have good institutional capacity system.</td>
</tr>
<tr>
<td>TA has different input from different sources. It should have been coordinated better.</td>
</tr>
<tr>
<td>CB can be done in small scale. Go to field and practice it. You can do it in small scale.</td>
</tr>
</tbody>
</table>
From Table 4.10 the following observations are made:

- CB effort from DA TA has institutional problem, not sustainable, it is not developing capacity in long term. It is not strategic, not systemic (27 counts).
- Good effort on CB and CD from DA TA (15 counts)
- Different responses (14 counts)

4.5. DA TA knowledge management

Findings presented below as per Question 1.2 are to understand KM activities in public organizations. The extent at which knowledge is created, transferred/shared, and utilized from DA TA projects and programs through development consultants to Ethiopia public organizations.

This question dealt with to assess DA TA:

- KM
- Knowledge creation
- Knowledge transfer/sharing
- Knowledge application/use/utilization
- Wise use of knowledge

4.5.1. Knowledge management

The respondents were requested to give their reflection on DA TA KM in government organizations. The replies were received as statements as indicated in Table 4.11. Multiple responses are reported as frequency of occurrences.

Table 4.11: DA TA KM activities in government/public organizations

<table>
<thead>
<tr>
<th>Statements</th>
<th>No of Occurrences</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is KM activity in government organizations but it is at low level. KM activities include training from region to woreda, experience sharing, workshops, induction, mentoring, document production, reports, plans, etc. But it is not as such strategic, not planned, not systemic, not organized, and not managed. The activity is ad hoc. This is the main problem in government organizations. Knowledge created to some extent but systemic sharing and utilization is a major problem. And, in most cases, people do not use the created knowledge. People discouraged to apply new knowledge. No rewarding system to do so. No open system that encourages innovation. No guiding framework for KM. No KM policy and strategy. Leadership do not encourage much. Management discourages employees. Not as such good value for knowledge. It is mainly</td>
<td>25</td>
</tr>
</tbody>
</table>
private initiative. TA knowledge is not reported systematically. There may not be value for TA knowledge. Fragile knowledge and its systems and tools has maintenance problem (example IT hardware and software). Slow process of KM. Knowledge is created and transferred from TA and there is utilization by few individuals. The system has problem in knowledge management. KM in this country is weak. Reinvent - you forget the past, no system in managing knowledge. High staff turnover as a result organizations lose the capacity built. No question about knowledge handover. No system. No proper documentation. People focus mainly on hardware. Priority is on service provision than KM. So much infrastructure but not much KM. How about the education system for KM? The understanding and interpretation of knowledge transfer is also different from top to bottom level of the organization. KM is missed in organizations. Low practice in documenting and scaling up best practices. Data documentation problem to have evidence based decisions. No proper KM. It is poor. Most managers and experts in public organizations do not transfer the knowledge they have including documents, training lesson, and tacit knowledge they have. They do not write the lesion they got from experience in the organization. As a result, they do not transfer to their colleagues and the institution. No knowledge evaluation.

| There is KM centre. Information and KM centre. There is library, documentations, and project management materials. But, the centre works mainly to organize information/knowledge transfer. It is mainly on information. Files and documents sharing, KM is not developed well. There is KM is in the name of CB. | 4 |
| No KM activity. There is very little KM. KM is in early stage. Government does not give it emphasis. No as such focus for knowledge what is there in public organization is mainly information. Management and leadership does not have role in KM. They need to have KM coordination role. Actually, it is information management. It is seen from information perspective. | 4 |
| No tendency, focus, approach in KM. All planning shows seeking new knowledge attitude, no interest on lesson learnt, no interest in utilizing existing knowledge. No reflection of KM in the strategy. Focus on mobilizing new knowledge. No much effort on how to use accumulated knowledge. The focus is on education, training. But not applying knowledge. There is no practice how to use stock of knowledge. There is big knowledge gap in public organizations. Many effort is exerted. Many development efforts failed because of knowledge based management and leadership gap. To some extent there is effort on knowledge transfer; studies, working together, manuals, guidelines, operational guides, etc. There are some strategic issues. But, limited transfer of knowledge. No one makes effort to get the work. Consultants input is on the shelf. No complete transfer. To some extent, the transfer is at expert level. Employee have awareness and interest. However, management lead employees to routines and operation. | 2 |
| Sometimes donors create knowledge through analysis and synthesis. Donors transferred and shared documents and reports. | 2 |
| Good ownership by government DA TA KM activities | 1 |
| There is evidence of KM but not officially recognized and practiced. Ministries do not have units, experts. They are not taking advantages of KM tools. | 1 |
| Different donors put project resources including money and training. However, it is not organized. There is lack of mechanism and appreciation of TA. | 1 |
| TA has problem with knowledge transfer. TA knowledge transfer should be checked. TA is for donors. There is misuse. Counterparts are also mostly politically assigned. Knowledge may be transferred if qualified person (professionals) are assigned. Cadet should not be assigned for knowledge transfer. | 1 |
No much KM in GTP II. There is conceptualization problem. Many things are related to job, per diem, training. There is institutional memory problem.

There is strategic knowledge sharing/knowledge that has a potential to change. Some people may hold already strategic knowledge. But, difficult to understand why didn't work. Key lesson learnt is lost that should have a lot of value. Every strategic document is also important. In public organizations there is opportunity to enrich strategically. A lot of strategic information is there.

There is good KM activity in government organizations of knowledge creation, dissemination, and utilization.

From Table 4.11 the following observations are made:

- There are significant KM activities in public organization. Activities include training from region to woreda, experience sharing, workshops, induction, mentoring, document production, reports, plans. However, KM is at low level. It is not systemic, not strategic, not planned, not organized, and not managed well. KM activities are ad hoc (25 counts).
- There are good information management systems. But the focus is on documentation and information (4 counts).
- No KM activity. There is very little KM. KM is in early stage (4 counts).
- No focused approach for KM (2 counts)
- It is donors who do KM (2 counts).
- Different responses (7 counts).

Table 4.12: KM activity in government organizations including DA projects and programs

<table>
<thead>
<tr>
<th>Sub Question No</th>
<th>Sub Question</th>
<th>Study Group Code</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2.1</td>
<td>There is knowledge management activity in government organizations including DA projects and programs.</td>
<td>G</td>
<td>8</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C</td>
<td>3</td>
<td>43</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>D</td>
<td>6</td>
<td>1</td>
<td>86</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>E</td>
<td>6</td>
<td>2</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total (study groups)</td>
<td>G+C+D</td>
<td>17</td>
<td>5</td>
<td>77</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total (study groups and academicians/specialists)</td>
<td>G+C+D+E</td>
<td>23</td>
<td>7</td>
<td>77</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FGD1</td>
<td></td>
<td>1</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FGD2</td>
<td></td>
<td>1</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FGD1 + FGD2 = FGD</td>
<td></td>
<td>2</td>
<td>100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From Table 4.12 the following observations are made:

- 2 in-depth interview participants do not vote
- Majority of respondents (>77%) believe that there is KM activity in government organizations including DA projects and programs
### 4.5.2. Knowledge creation

**Table 4.13: DA TA knowledge creation**

<table>
<thead>
<tr>
<th>Sub Question No</th>
<th>Sub Question</th>
<th>Study Group Code</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2.2</td>
<td>Knowledge is created from DA TA projects and programs in government organization</td>
<td>G</td>
<td>8</td>
<td></td>
<td></td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C</td>
<td>8</td>
<td></td>
<td></td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D</td>
<td>8</td>
<td></td>
<td></td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E</td>
<td>6</td>
<td></td>
<td></td>
<td>75</td>
</tr>
<tr>
<td>Total (study groups)</td>
<td>G+C+D</td>
<td>24</td>
<td></td>
<td></td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Total (study groups and academicians/specialists)</td>
<td>G+C+D+E</td>
<td>30</td>
<td></td>
<td></td>
<td>2</td>
<td>94</td>
</tr>
<tr>
<td>FGD1</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>FGD2</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>FGD1 + FGD2 = FGD</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>64</td>
</tr>
</tbody>
</table>

From Table 4.13 the following observations made:

- FGD2: yes 1, no 5. Overall the group answer is no.
- Majority of respondents (study group and experts 94%, FGD 64%) believe that knowledge is created from DA TA projects and programs in government organization.
- FGD2 participants do not believe that knowledge is created from DA TA projects and programs in government organization. They state that 'DA TA knowledge is coming from outside not created in host organizations'. They further state that 'trainings have not been effective in creating knowledge. They are just opportunities to share information, per diem and other incentives'.

### 4.5.3. Knowledge transfer/sharing

**Table 4.14: DA TA knowledge sharing**

<table>
<thead>
<tr>
<th>Sub Question No</th>
<th>Sub Question Name</th>
<th>Study Group Code</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2.3</td>
<td>Knowledge is transferred/shared from DA TA projects and programs to government organizations</td>
<td>G</td>
<td>8</td>
<td></td>
<td></td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C</td>
<td>7</td>
<td></td>
<td></td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D</td>
<td>7</td>
<td></td>
<td></td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E</td>
<td>6</td>
<td></td>
<td></td>
<td>86</td>
</tr>
<tr>
<td>Total (study groups)</td>
<td>G+C+D</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Total (study groups and academicians/specialists)</td>
<td>G+C+D+E</td>
<td>28</td>
<td></td>
<td>1</td>
<td>97</td>
<td></td>
</tr>
<tr>
<td>FGD1</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>FGD2</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>FGD1 + FGD2 = FGD</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

From Table 4.14 the following observations made:

- 3 in-depth interview participants do not vote
- Majority of respondents (> 97%) strongly believe that knowledge is transferred/shared from DA TA projects and programs to government organization
## 4.5.4. Knowledge application/use/utilization

The respondents were requested to comment on DA TA knowledge application/use/utilization in public organizations. The replies were received as statements as indicated in Table 4.15. Multiple responses are reported as frequency of occurrences.

Table 4.15: How far DA TA knowledge is applied/used/utilized in government organizations

<table>
<thead>
<tr>
<th>Statements</th>
<th>Number of Occurrences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor/weak knowledge utilization. No conscious knowledge utilization. DA TA knowledge utilization is weak. Development consultants has no role in KM utilization. Consultants role is on knowledge creation not on knowledge utilization. Government has no interest for DA TA knowledge utilization. Leadership/Management has no interest. Government employees are not motivated. As a result, they do not utilize tacit knowledge. Limited knowledge utilization at institution level. It works at individual level to some extent. But, everything starts from zero when individuals left everything left. Unsustainable knowledge utilization, knowledge uses only for short term. We utilize TA knowledge during project life time but not continuous. Wise use of knowledge is critical for poverty reduction and growth. It is a big thing. We should not start from scratch. We have to build it. It is something that we demand. But, this is not being the case, in most situations. Sustainability problem. Not fully utilized. Lost. Low utilization. No tacit knowledge utilization from TA.</td>
<td>16</td>
</tr>
<tr>
<td>Not institutionalized, no system, no systemic way of knowledge utilization. It is sporadic. No framework, no study, no evaluation. Most knowledge not documented. When the project phase-out [then the knowledge passé out as well]. No one is interested on the knowledge. Knowledge destruction. Government looks for only termination report which does not give much meaning. Then they look for new projects. Development assistance knowledge utilization is not systemic. Because it [DA TA knowledge] is not yet harmonized and aligned. Is scattered not coordinated. Recipient does not use it after it takes it because no knowledge retention mechanism. Proper person is not also assigned to retain knowledge. Compartmentalization. Not systemic. Integration problem. Sometimes experts shift frequently for the same tasks, trainings, seminars; problem of knowledge fragmentation to utilize knowledge properly.</td>
<td>13</td>
</tr>
<tr>
<td>Perception about knowledge utilization in government organizations officials, managers and experts is poor. People motivation to use knowledge is less. Not much value for knowledge in general and specifically tacit knowledge in government organizations</td>
<td>7</td>
</tr>
<tr>
<td>Knowledge is not used wisely. Knowledge loss. This knowledge loss is at all levels of organizations</td>
<td>5</td>
</tr>
<tr>
<td>There is knowledge utilization at individual level. Knowledge use is good at individual level</td>
<td>5</td>
</tr>
<tr>
<td>International visit for experience sharing, some trainings are not given for the appropriate experts. As a result, no knowledge transfer for the right expert to utilize knowledge in his/her responsibility. People take materials that they used for training. Personalizing those materials. Not sharing knowledge gained from experience, not updating others what they know. Information kept by individuals</td>
<td>4</td>
</tr>
<tr>
<td>High turnover of employee, government official reshuffling to utilize knowledge, not much involved in the implementation of knowledge gained.</td>
<td>3</td>
</tr>
</tbody>
</table>
Observe/experienced knowledge utilization in one specific project, happy to see that. There is change, people use their experience which is knowledge utilization. High level of knowledge application/utilization

Many things are political as a result wise knowledge become cloud; wise use of knowledge is there to achieve political objective. Knowledge use in this country is ideologically motivated.

There is resistance and coordination problem. A lot of knowledge use/application but ad hoc and mostly interpersonal/ not institutional/ not strategic. Some lesson learned. Some champions should be there to make sure that knowledge is utilized. If knowledge acquired but not used strategically, this might lead to not great success, would result in complete failure.

No idea of knowledge utilization. Limited effort. Because no effort to accumulate knowledge. The focus is on information.

Consultants absorb knowledge and forward recommendations. But, there is resistance. Open mind problem. Professionals become defensive. It goes out of the government policy, employees afraid, they just put studies on shelf.

The younger generation has interest and eagerness to use information. However, it does not seem to apply, create, and develop knowledge.

There are occasional knowledge management and knowledge utilization but not through with a clear process. It is ad hoc.

No candid debate among partners how to use information knowledge strategically and systematically. No equal way attention and focus.

Plans such as GTP I had implementation problem. One of the reason would be knowledge do not transfer and utilized well. TA may be misused.

How to use the available knowledge is huge problem. People also do not use the computer as it should be

Ministries suffer lack of qualified staff. Only higher level decision-making.

TA constitutes memory of ministry that unnecessary risk the government is taking.

Everybody knows the ground problem. But, no knowledge how to do it. Nobody do it. No action. There is leadership barrier for coordination - of knowledge utilization.

TA consultants have capacity gap to produce important knowledge that can be utilized

From Table 4.15 the following observations are made:

- Poor/weak DA TA knowledge utilization (16 counts)
- Not institutionalized, no system, no framework, and no systemic way of knowledge utilization (13 counts)
- Perception about knowledge utilization is poor (7 counts)
- Knowledge is not used wisely. Unwise use of knowledge and knowledge loss (5 counts).
- Knowledge is utilized at individual level. Knowledge use is good at individual level (5 counts)
- There is no proper way of knowledge transfer/sharing to utilize knowledge (4 counts)
- High turnover of employee and officials is a problem for knowledge utilization (3 counts)
• There is good sometimes high knowledge utilization (3 counts)
• Knowledge use is ideological motivated. Though, there is wise use of knowledge to achieve political objective (2 counts).
• Different responses (12 counts)

4.5.5. Wise use of knowledge

Table 4.16: Wise use of DA TA knowledge

<table>
<thead>
<tr>
<th>Sub Question No</th>
<th>Sub Question Name</th>
<th>Study Group Code</th>
<th>Yes %</th>
<th>No %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2.4</td>
<td>DA TA knowledge is being used wisely in government organizations</td>
<td>G 1</td>
<td>5 17</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C 7 00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>D 1 7 13</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>E 7 00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total (study groups)</td>
<td>G+C+D 2</td>
<td>19 10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total (study groups and academicians/specialists)</td>
<td>G+C+D+E 2</td>
<td>26 07</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FGD1</td>
<td>1 00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FGD2</td>
<td>1 33</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FGD1 + FGD2 = FGD</td>
<td>2 14</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From Table 4.16 the following observations made:
• FGD2: yes 2 no 4. Overall the group answer is no
• 4 in-depth interview participants do not vote
• Significant majority of respondents (study group and academicians/specialists 93%, FGD 86%) believe that DA TA knowledge is not being used wisely in government organizations

4.6. Experience in DA TA projects and programs strategy planning and strategy implementation.

The finding presented below which is based on Question 1.3 is to understand the experience in DA TA projects and programs strategy planning and strategy implementation.

This question dealt with to assess:
• Experience in DA TA projects and programs strategy planning and strategy implementation
4.6.1. Experience in DA TA projects and programs strategic planning and strategy implementation

Table 4.17: Personal involvement/support/observation in DA TA projects and programs strategy planning

<table>
<thead>
<tr>
<th>Sub Question No</th>
<th>Sub Question Name</th>
<th>Study Group Code</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3.1</td>
<td>You personally involve in/support/observe DA TA projects and programs strategic planning activities in the government organizations.</td>
<td>G</td>
<td>7</td>
<td>1</td>
<td>88</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C</td>
<td>5</td>
<td>3</td>
<td>63</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>D</td>
<td>7</td>
<td>1</td>
<td>88</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>E</td>
<td>6</td>
<td>1</td>
<td>79</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total (study groups)</td>
<td>G+C+D</td>
<td>19</td>
<td>5</td>
<td>83</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total (study groups and academicians/specialists)</td>
<td>G+C+D+E</td>
<td>25</td>
<td>6</td>
<td>81</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FGD1</td>
<td></td>
<td>1</td>
<td></td>
<td>63</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FGD2</td>
<td></td>
<td>1</td>
<td></td>
<td>83</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FGD1 + FGD2 = FGD</td>
<td></td>
<td>2</td>
<td></td>
<td>71</td>
<td></td>
</tr>
</tbody>
</table>

From Table 4.17 the following observations made:

- FGD1: yes 5, no 3. Overall, the group answer is yes.
- FGD2: yes 5, no 1. Overall, the group answer is yes.
- 1 in-depth interview participant does not vote.
- Significant majority of respondents (study groups and academicians/specialists 81%, FGD 71%) confirm that they personally involve in/support/observe DA TA projects and programs strategic planning activities in the government organizations.

The respondents were requested to describe their involvement/support/observation in DA TA projects and programs in the strategy planning and strategy implementation process. The replies were received as statements as indicated in Table 4.18. Multiple responses are reported as frequency of occurrences.

Table 4.18: Involvement/support/observation in DA TA projects and programs in the strategy planning and strategy implementation

<table>
<thead>
<tr>
<th>Statements</th>
<th>Number of Occurrences</th>
</tr>
</thead>
<tbody>
<tr>
<td>We involve/support/observe organization sector GTP I, sector GTP II or organization SP that include DA TA planning and implementation.</td>
<td>22</td>
</tr>
<tr>
<td>We do not involve in the country GTP I and GTP II planning process that includes DA TA. It lacks consultation</td>
<td>9</td>
</tr>
<tr>
<td>Most experts participate in annual plans that include DA TA projects and programs</td>
<td>8</td>
</tr>
<tr>
<td>We participate on DA TA planning and implementation but we do not give much focus on the knowledge. Organizations do not give much value of the knowledge.</td>
<td>6</td>
</tr>
<tr>
<td>We participate in projects and programs plans but the ministry/the bureau do not much accept strategic issues at bottom</td>
<td>4</td>
</tr>
<tr>
<td>It depends the interest of the leadership</td>
<td>3</td>
</tr>
<tr>
<td>DA TA knowledge from projects and programs is not reported</td>
<td>2</td>
</tr>
<tr>
<td>We got the SP document so that we become aware for implementation. But not much these days. We participate mainly on implementation</td>
<td>2</td>
</tr>
<tr>
<td>We involve in the implementation of sector GTP II or organization SP that include DA TA</td>
<td>1</td>
</tr>
<tr>
<td>We do not involve much in the GTP I GTP II preparation but it come to us for comment review.</td>
<td>1</td>
</tr>
<tr>
<td>I observe that government take tested strategies such as Community Lead Total Sanitation and Hygiene (CLTSH)</td>
<td>1</td>
</tr>
<tr>
<td>I involve on organizational KM strategy</td>
<td>1</td>
</tr>
<tr>
<td>I involve in sector platforms. Not in the planning of DA TA projects and programs. It is the embassy [donors] participate in the planning.</td>
<td>1</td>
</tr>
<tr>
<td>Consultants do not have role in knowledge utilization [supporting strategic planning and implementation] planning in but have role in knowledge creation and sharing. I do not involve.</td>
<td>1</td>
</tr>
</tbody>
</table>

From Table 4.18 the following observations are made:

- We involve/support/observe sector GTP I, sector GTP II or organization SP that include DA TA planning and implementation (22 counts)
- We do not involve in the country GTP I and GTP II planning process that includes DA TA. It lacks consultation (9 counts)
- Most experts participate in annual plans that include DA TA projects and programs (8 counts)
- We participate on DA TA planning and implementation but we do not give much focus on the knowledge. Organizations do not give much value for the knowledge (6 counts)
- We participate in projects and programs plans but the bureau/the ministry do not much accept strategic issues at bottom (4 counts)
- It depends the interest of the leadership (3 counts)
- DA TA knowledge from projects and programs are not reported (2 counts)
- We got the SP document so that we become aware for implementation. But not much these days. We participate mainly on implementation (2 counts)
- Different responses (6 counts)
4.7. DA TA Knowledge Use for Strategic Management and Strategic Leadership

Findings presented below which are based on Questions 1.4, 1.5, 1.6 are to understand the extent at which knowledge that gained from DA TA is used by Ethiopia public organizations for strategic planning and strategic leadership practices.

These questions dealt with to assess DA TA:

- Application of knowledge for strategic management and strategic leadership
- Systemic way of knowledge use/application/utilization
- Accommodating emergent changes

4.7.1. Application of knowledge for strategic management and strategic leadership

Table 4.19: Personal involvement/support/observation in the application of DA TA knowledge for strategic planning and strategic leadership

<table>
<thead>
<tr>
<th>Sub Question No</th>
<th>Sub Question Name</th>
<th>Study Group Code</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4.1</td>
<td>You have involved in/supported/observed the application of knowledge that gained from DA TA projects and programs for strategic planning and/or strategic leadership practices in the government organizations.</td>
<td>G</td>
<td>6</td>
<td>1</td>
<td>86</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C</td>
<td>6</td>
<td>2</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>D</td>
<td>7</td>
<td>1</td>
<td>88</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>E</td>
<td>6</td>
<td>2</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total (study groups)</td>
<td>G+C+D</td>
<td>19</td>
<td>4</td>
<td>83</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total (study groups and academicians/specialists)</td>
<td>G+C+D+E</td>
<td>25</td>
<td>6</td>
<td>81</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FGD1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>FGD2</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>FGD1 + FGD2 = FGD</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td>71</td>
</tr>
</tbody>
</table>

From Table 4.19 the following observations made:

- FGD1: yes 4, no 4. Overall, the group answer is not conclusive.
- 1 in-depth interview participant does not vote
- Significant majority of study groups and academicians/specialists respondents (81%); and FGD participants (71%) declare that they involved in/supported/observed the application of knowledge that gained from DA TA projects and programs for strategic planning and/or strategic leadership practices in the government organizations.
Table 4.20: DA TA knowledge application for strategic planning

<table>
<thead>
<tr>
<th>Sub Question No</th>
<th>Sub Question Name</th>
<th>Study Group Code</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5.1</td>
<td>DA TA knowledge is used for strategic planning in government organizations.</td>
<td>G</td>
<td>8</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C</td>
<td>6</td>
<td>75</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>D</td>
<td>6</td>
<td>86</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>E</td>
<td>4</td>
<td>57</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total (study</td>
<td></td>
<td>G+C+D</td>
<td>20</td>
<td>87</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>groups)</td>
<td></td>
<td>Total (study</td>
<td>24</td>
<td>80</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>groups and</td>
<td>FGD1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>academicians</td>
<td>FGD2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>specialists)</td>
<td>FGD1+FGD2 = FGD</td>
<td>2</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

From Table 4.20 the following observations made:
- 2 in-depth interview participants do not vote
- Significant majority of respondents (> 80%). believe that DA TA knowledge is used for strategic planning in government organizations

Table 4.21: DA TA knowledge application for strategy implementation

<table>
<thead>
<tr>
<th>Sub Question No</th>
<th>Sub Question Name</th>
<th>Study Group Code</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5.2</td>
<td>DA TA knowledge is used for strategy implementation in government organizations.</td>
<td>G</td>
<td>7</td>
<td>88</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C</td>
<td>6</td>
<td>75</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>D</td>
<td>6</td>
<td>86</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>E</td>
<td>3</td>
<td>38</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Total (study</td>
<td></td>
<td>G+C+D</td>
<td>19</td>
<td>83</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>groups)</td>
<td></td>
<td>Total (study</td>
<td>22</td>
<td>71</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>groups and</td>
<td>FGD1</td>
<td>1</td>
<td>62.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>academicians</td>
<td>FGD2</td>
<td>1</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>specialists)</td>
<td>FGD1+FGD2 = FGD</td>
<td>2</td>
<td>79</td>
<td></td>
</tr>
</tbody>
</table>

From Table 4.21 the following observations made:
- FGD1: yes 5, no 3. Overall, the group answer is yes.
- 1 in-depth interview participant does not vote
- Significant majority of respondents (> 71%) believe that DA TA knowledge is used for strategy implementation in government organizations.
Table 4.22: DA TA knowledge application for achieving organizations vision and mission

<table>
<thead>
<tr>
<th>Sub Question No</th>
<th>Sub Question Name</th>
<th>Study Group Code</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5.3</td>
<td>DA TA knowledge is used for strategic leadership practices that government organizations executive and directors/managers uses it to lead and transform their organizations and to achieve organizations strategic vision and mission.</td>
<td>G</td>
<td>1</td>
<td>5</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C</td>
<td>3</td>
<td>5</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>D</td>
<td>3</td>
<td>3</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>E</td>
<td>2</td>
<td>6</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Total (study groups)</td>
<td>G+C+D</td>
<td>7</td>
<td>13</td>
<td>35</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total (study groups and academicians/specialists)</td>
<td>G+C+D+E</td>
<td>9</td>
<td>19</td>
<td>32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FGD1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FGD2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FGD1 + FGD2 = FGD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From Table 4.22 the following observations made:

- FGD1: one member of the group says top leadership uses well whereas seven members say no for top leadership. Six members of the group say middle management use it well. Four group members say lower level management use it well. These make difficult to give points under yes/no or on percentages.
- 4 in-depth interview participants do not vote
- D study group response is not conclusive.
- Study group G respondents (83%) strongly do not believe that DA TA knowledge is used for strategic leadership practices that government organizations executive and directors/managers uses it to lead and transform their organizations and to achieve organizations strategic vision and mission.
- Group E respondents (75%) strongly do not believe that DA TA knowledge is used for strategic leadership practices that government organizations executive and directors/managers uses it to lead and transform their organizations and to achieve organizations strategic vision and mission.
- FGD2 participants (100%) strongly do not believe that DA TA knowledge is used for strategic leadership practices that government organizations executive and directors/managers uses it to lead and transform their organizations and to achieve organizations strategic vision and mission.
- Majority of respondents (> 68%) do not believe that DA TA knowledge is used for strategic leadership practices that government organizations executive and directors/managers uses it to lead and transform their organizations and to achieve organizations strategic vision and mission. It is only 32 % who believe on it.
Table 4.23: DA TA knowledge application for achieving GTP I and GTP II

<table>
<thead>
<tr>
<th>Sub Question No</th>
<th>Sub Question Name</th>
<th>Study Group Code</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5.4</td>
<td>DA TA knowledge is used for strategic leadership practices that government organization executive, directors, and employee use it towards the country poverty reduction, growth, and prosperity for instance achieving GTP I and GTP II.</td>
<td>G</td>
<td>3</td>
<td>50</td>
<td>3</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C</td>
<td>3</td>
<td>38</td>
<td>5</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D</td>
<td>5</td>
<td>100</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E</td>
<td>2</td>
<td>25</td>
<td>6</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Total (study groups)</td>
<td>G+C+D</td>
<td>11</td>
<td>58</td>
<td>8</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>Total (study groups and academicians/specialists)</td>
<td>G+C+D+E</td>
<td>13</td>
<td>48</td>
<td>14</td>
<td>52</td>
</tr>
<tr>
<td>FG D 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FG D 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FG D 1 + FG D 2 = FG D</td>
<td></td>
<td></td>
<td>100</td>
<td>00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From Table 4.23 the following observations made:

- FGD1: group members say the answer is the same to question 1.5.3 above that one member of the group says top leadership uses it well whereas seven members say no. Six members of the group say middle management use it well. Four group members say lower level management uses it well. This makes difficult to give points under yes/no or on percentages.
- 5 in-depth interview participants do not vote. From these 3 are from study group D.
- Study group G response is not conclusive.
- Study group D respondents (100%) strongly believe that DA TA knowledge is used for strategic leadership practices that government organization executive, directors, and employee use it towards the country poverty reduction, growth, and prosperity for instance achieving GTP I and GTP II.
- Group E respondents (75%) do not believe that DA TA knowledge is used for strategic leadership practices that government organization executive, directors, and employee use it towards the country poverty reduction, growth, and prosperity for instance achieving GTP I and GTP II.
- FGD2 participants (100%) strongly do not believe that DA TA knowledge is used for strategic leadership practices that government organization executive, directors, and employee use it towards the country poverty reduction, growth, and prosperity for instance achieving GTP I and GTP II.
- Majority of respondents (> 52%) do not believe that DA TA knowledge is used for strategic leadership practices that government organization executive, directors, and employee use it towards the country poverty reduction, growth, and prosperity for instance achieving GTP I and GTP II. It is only 48 % who believe on it.

185 | Page
Table 4.24: Extent of DA TA knowledge use for strategic management and strategic leadership practices

<table>
<thead>
<tr>
<th>Sub Question No</th>
<th>Sub Question Name</th>
<th>Study Group Code</th>
<th>Good</th>
<th>Above average</th>
<th>Average</th>
<th>Below Average</th>
<th>Poor</th>
<th>Median</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5.5</td>
<td>Extent of government organizations use of DA TA knowledge for strategic management and strategic leadership.</td>
<td>G</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>60</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>60</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>D</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>70</td>
<td>63</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>E</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>40</td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total (study groups)</td>
<td></td>
<td>G+C+D</td>
<td>1</td>
<td>5</td>
<td>8</td>
<td>5</td>
<td>3</td>
<td>60</td>
<td>57</td>
</tr>
<tr>
<td>Total (study groups and academicians/specialists)</td>
<td></td>
<td>G+C+D+E</td>
<td>1</td>
<td>5</td>
<td>10</td>
<td>8</td>
<td>5</td>
<td>60</td>
<td>52</td>
</tr>
<tr>
<td>FGD1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>FGD2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>40</td>
<td>47</td>
</tr>
<tr>
<td>FGD1 + FGD2 = FGD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>60</td>
<td>56</td>
</tr>
</tbody>
</table>

From Table 4.24 the following observations made:

- FGD1: 2 above average, 5 average, 1 below average. Overall, the group extent answer is average. Not conclusive.
- FGD2: 2 average, 4 below average. Overall, the group extent answer is below average.
- 3 in-depth interview participants do not vote
- Study group D believe that government organizations use DA TA knowledge for strategic management and strategic leadership more than average.
- 3 in-depth interview participants do not vote
- Majority of respondents believe that government organizations use of DA TA knowledge for strategic management and strategic leadership is less than average.

4.7.2. Systemic way of knowledge use/application/utilization

Table 4.25: Systemic way of DA TA knowledge use

<table>
<thead>
<tr>
<th>Sub Question No</th>
<th>Sub Question Name</th>
<th>Study Group Code</th>
<th>Good</th>
<th>Above average</th>
<th>Average</th>
<th>Below Average</th>
<th>Poor</th>
<th>Median</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5.6</td>
<td>Extent of government organizations use of DA TA knowledge for strategic management and strategic leadership practices in systemic way.</td>
<td>G</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>40</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>50</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>D</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>40</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>E</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>30</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total (study groups)</td>
<td></td>
<td>G+C+D</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>10</td>
<td>8</td>
<td>40</td>
<td>42</td>
</tr>
<tr>
<td>Total (study groups and academicians/specialists)</td>
<td></td>
<td>G+C+D+E</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>12</td>
<td>13</td>
<td>40</td>
<td>39</td>
</tr>
<tr>
<td>FGD1</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>40</td>
<td>35</td>
</tr>
<tr>
<td>FGD2</td>
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<td>40</td>
<td>43</td>
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<tr>
<td>FGD1 + FGD2 = FGD</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>40</td>
<td>40</td>
</tr>
</tbody>
</table>
From Table 4.25 the following observations made:

- FGD1: 6 below average, 2 poor. Overall, the group extent rate is below average.
- FGD1: 1 average, 5 below average. Overall, the group answer is below average
- Significant majority of respondents strongly believe that government organizations use of DA TA knowledge for strategic management and strategic leadership practices is not systemic.

4.7.3. Accommodating emergent changes

The respondents were requested to answer how far public organizations strategic plans accommodate emergent changes based on new knowledge gained from DA TA projects and programs. The replies were received as statements as indicated in Table 4.26. Multiple responses are reported as frequency of occurrences.

Table 4.26: How far strategic plans accommodate emergent changes based on DA TA new knowledge

<table>
<thead>
<tr>
<th>Statements</th>
<th>Number of Occurrences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not much reflected, high resistance for upcoming good advices, not dynamic, not much flexibility, not fast in adjustment. And/or not ready to change fast based on learning. Not to drop some unworkable strategies in due time. Sometimes donors push for changes but not much acceptance. Occasionally flexibility. Not accommodate emergent changes. They do not have viable strategy to get there. They do not think about resources enough. They have vision and target donor money. That leads nowhere. When asked for change/modification not much acceptances. Though, some institutions accept changes based on the learning from DA TA; for instance, through experience sharing. This influence their planning and decision-making policy and strategy. However, it has been difficult for them to bring the idea to the cabinet. As a result, they did not implement it in practice. No one follows up the implementation. Rather those experts who get the experience from DA TA projects leave the organization. Only few are agile. Not much readiness to change sector GTP. Not much flexibility.</td>
<td>20</td>
</tr>
<tr>
<td>Strategic plans are subjective to revision. Assumptions changes. Follow global changes and circumstances. Adapt to changes and circumstances. Changes based on experience, monitoring, and evaluation. External and internal changes influence to accept and adopt changes. Update software, constantly improve the methods, and train every time, updating using international experience. Government organizations accommodate emergent changes on average. If there are very good evidences, officials accept emerging changes. For example, there is experience in changing sector baseline data which in turn leads to change the sector plan and modify country GTP I. There is focus if the change proposed has sector wide implication. When leadership believe that it has benefit, then they change it and use it. It depends on the commitment of leadership. If no commitment, they would reject it.</td>
<td>10</td>
</tr>
<tr>
<td>No good in being responsive. Ideological resistance. We have to stand for new system thinking. We are in a</td>
<td>1</td>
</tr>
</tbody>
</table>
change world. We have to deliver.

How many, so few. Not well on this. Only few are agile. Agility is a problem. Many others not follow. Little space for emergent changes. Very little space for changes in the five years plans. Little change except for shock i.e. for draught, food security issues, for tragedy response. These make space for emergence changes. For large-scale emergence changes, for such situations government is shifting its approach. Otherwise, very surprise to hear if there are other emergence changes.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>1</td>
</tr>
<tr>
<td>Limited, Low</td>
<td>1</td>
</tr>
<tr>
<td>There is effort though rigidly.</td>
<td>1</td>
</tr>
</tbody>
</table>

From Table 4.26 the following observations are made:

- Pubic organizations strategic plans do not accommodate emergent changes based on new knowledge gained from DA TA projects and programs (20 counts)
- Pubic organizations strategic plans accommodate emergent changes based on new knowledge gained from DA TA projects and programs (10 counts)
- Different responses (5 counts)

4.8. DA TA Knowledge Use for Strategic Management and Strategic Leadership: strength and weakness

Findings presented below as per Question 1.7 are to recognize strength and weakness in the DA TA knowledge use for strategic management and strategic leadership practices.

This question dealt with to assess weakness and strength in the use of DA TA knowledge for strategic management and strategic leadership practices:

- Strength
- Weakness

4.8.1. Strength

The respondents were requested to list strengths to utilize (in the utilization of) DA TA knowledge for strategic planning and strategic leadership practices by Ethiopia public organizations. The replies were received as statements as indicated in Table 4.27. Multiple responses are reported as frequency of occurrences.
Table 4.27: Strength in DA TA knowledge utilization

<table>
<thead>
<tr>
<th>Statements</th>
<th>Number of Occurrences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need of DA TA. Government is good in mobilizing DA TA. Awareness about TA and its knowledge. Employees have interest to learn. Public organizations tendency and interests, to get consulting input. They welcome it. Willingness is there. Employee collaboration to work together with TA staff. Effective partnership in some aspect. TA and government can deliver good through learning by doing. Knowledge acceptance</td>
<td>9</td>
</tr>
<tr>
<td>Some DA TA projects attract development partners. Government sell them very well. They set their problem. Government use the knowledge to contextualize the problem at Woreda [district] level. Some projects have good reputation and can be replicated, has good model, can be popularized. Based on learning from TA workshops, seminars, training plans were revised. TA is addressing some impending issues. Has contribution of catalyst role. It helps to creates new services and products, helps to create system, and to assure quality. Consultants involve in strategic making process. They bring their own idea. There is realization of coordination, communication</td>
<td>7</td>
</tr>
<tr>
<td>Institutions are there which can be utilized. Good set-up of structure, working through the existing organizational structure, and use of the existing management and staff. Human resource, large staff size.</td>
<td>5</td>
</tr>
<tr>
<td>MIS database and its baseline data that influence the change of sector GTP I and country GTP I. This makes decision makers sensitive and conscious for good. Different studies, documents availability, customization and adoption shorten learning phase</td>
<td>3</td>
</tr>
<tr>
<td>TA is filling gap [work in place of organizations employees]. TA is working in remote areas</td>
<td>2</td>
</tr>
<tr>
<td>There are many platforms, taskforces for knowledge sharing that government is coaching. Different sectoral platforms and technical committees,</td>
<td>2</td>
</tr>
<tr>
<td>Increase capacity, effective CB (training in few days, go and apply knowledge directly)</td>
<td>2</td>
</tr>
<tr>
<td>Coherence national strategy that guides development program. Key country level strategic issues</td>
<td>2</td>
</tr>
<tr>
<td>There are changes. There is increasing trend in looking inside. Reflect, looking for new ideas.</td>
<td>2</td>
</tr>
<tr>
<td>Once the leadership accept TA (though may not need it), they are committed to use TA thinking that it can add capacity at lower administrative level</td>
<td>1</td>
</tr>
<tr>
<td>Donors availability</td>
<td>1</td>
</tr>
<tr>
<td>Infrastructure</td>
<td>1</td>
</tr>
</tbody>
</table>

From Table 4.27 the following observations are made:

- Government/public organizations use of DA TA knowledge (9 counts)
- Good leadership, responsible leadership, management and employee interest (7 counts)
• Good examples of DA TA projects that can be scaled up and replicate (7 counts).
• Established institutions; structure, system, management, human resources (5 counts)
• MIS databases and baseline (3 counts)
• TA is filling gap (2 counts)
• platforms, taskforces (2 counts)
• Awareness about TA and employee interest (2 counts)
• Increased capacity, effective CB (2 counts)
• Coherence of national strategy (2 counts)
• Change mind-set, looking inside, reflect, looking for new ideas (2 counts)
• Different responses (3 counts)

4.8.2. Weakness

The respondents were requested to list weaknesses to utilize DA TA knowledge for strategic planning and strategic leadership practices by Ethiopia public organizations. The replies were received as statements as indicated in Table 4.28. Multiple responses are reported as frequency of occurrences.

Table 4.28: Weakness in DA TA knowledge utilization

<table>
<thead>
<tr>
<th>Statements</th>
<th>Number of Occurrences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not systemic knowledge use. It is not reflected in organization structure, rules, procedures, policy, management, leadership. No system for sustainability. Sustainability problem. Always start from Zero because employee do not handover what they have and what they know. No direction, guidance to apply knowledge. Not system for knowledge and knowledge utilization. Poor conceptual understanding of knowledge utilizations. No evaluation system for knowledge utilization. No accountability and responsibility for knowledge utilization. Difficult to bring change in short period. Sustainability problem. Lack of long term view. Focus on short term objectives than long term. Unsustainable knowledge utilization of TA. Time span of projects are short. This make difficult to have good effects and to evaluate impact. To take knowledge and to utilize knowledge it needs time. Lack of awareness. Lack of efficient use of resources. Practicality problem. Only theory (commitment is not changed to practice). Lack of focus and attention. TA knowledge is sometimes ignored. Sometimes in paper; no implementation. Too little, too late, too scarcely, is too ad hoc. Too much space on individuals rather than on institutions. Experts do not challenge themselves. Sometimes experts give wrong idea. No KM system</td>
<td>23</td>
</tr>
<tr>
<td>The relationship of partners is weak. Donors do not push, no leverage much. They focus on knowledge transfer. They do not see much utilization and sustainability. They do not follow up and monitor. Donors representatives do not visit regions frequently. Partners talk about TA but in fussy world. If TA go down</td>
<td>13</td>
</tr>
</tbody>
</table>
to regions. They are concentrated in at the top; for instance, in Ministry of Education. Poor engagement of TA in implementation. TA support of implementation of learning by the government. Some TA can be good others weak. No knowledge how to develop better TA. Lack of attention and focus for TA advices. Not taking advices seriously and to change to practice. TA Has push factor. Though TA is supply driven, failed to lead and administer the knowledge gained from it and to utilize it. Agents of knowledge are not properly oriented. They are not motivated how to transfer, search etc. Not proper supervision to utilize knowledge. Forget the consultant mainly by managers and leaders. Government counterpart such as project manager do not have much time to coordinate. There are a lot of pressure from the top (management and leadership) on project managers [for other tasks]. Project managers do not have much time to coordinate DA TA supported projects. Look as stranger. They encourage to come. Then they see as stranger. They do not allow you to fully integrate. Hiding information.


Inappropriate training and inefficient training. In most cases, it is the manager or the leader of the organizations who go for training. Appropriate training has been given for inappropriate person. That makes problem to capture the knowledge and utilize it for the benefit for organizations. The person does not use it for himself/herself, does not transfer for his colleagues and organizations. As a result, does not get the knowledge and use it. Currently we are not looking as such merits in integrated manner. We would have look for merit both in knowledge, skill, , and attitude. We do not think much for the future. We have sustainability problem. It is just training and educating people while not using the existing knowledge and capacity. Trainees do not give the document they get and the knowledge they gained from trainings to their colleagues. Knowledge remain at the trainers and trainee without going to down for implementation. Look for incentive to take training. Consider what is coming from temporary benefits of projects and programs including per diem. Do not see the vital benefit.

The country has No KM policy and KM strategy. There is knowledge gap. Less priority. Managers are less aware. Awareness, culture gap, priority differences, commitment gap, personal interest, strategy thinking gap, leadership gap, lack of transformational leadership, lack of trust, need assessment gap. Organizational support problem. Officials do not have knowledge how to use TA staff knowledge. There is example that TA employee left the organization due to this. Lack of effectiveness in using strategy linked to TA. Government gives focus on material and financial support.

Institutions do not seek out knowledge to apply. They are not ready. Blind way of using baseline. They do not care and no one asks question. Wrong assumption that training equals CB. Regarding TA and knowledge utilization it is business as usual. Government role is very limited in systemic analysis and synthesis, and learning to accept, modify, or reject proposed ideas. Less priority. Managers are less aware.

High staff turnover. High staff turnover result in production change. While the magnitude of responsibility is high [big country in size, population, development need], the whole process is fragile, due to high turnover.

Resistance, block advices, management say we know all. Change resistance. Uncooperative mind-set, not cooperative. TA knowledge is sometimes ignored, sometimes in paper, not implementation.
Not value for knowledge which is soft component of capacity building. Thinking and attitude problem on knowledge. No good value for knowledge. Lack of commitment for KM and to utilize TA knowledge. Knowledge value problem and its role for change. No consideration of knowledge as asset.

Resources are not in place, resource limitation. Lack of resources. Financial constraint. Lack of experts (only librarian and information experts)

Structure gap. It is not merit based. Merit based structure is very important to utilize knowledge well. The right person should be at the right position. The right position should be for the right person. In our country, any expert can work in any position which is a problem. Leadership is assigning wrong person to the right position and right person to the wrong position.

Unused TA. Opportunity of TA is being missed. Poor utilization of existing knowledge. Underutilization. Output on shelf. Government do not commit resources for this. Government does not have interest to commit resource, for example, to employ consultants by its own internal resource.

No strength [TA is weak in its value and contribution]

If that knowledge/change coming but not comfortable for the ideology, then it is rejected. Political willingness problem. Unique ideas are being affected. [And/or there is no much readiness to update systems with changes]

TA is not always need based -sometimes it is not based on need, TA is not based on the real causes, not timely. TA also has recognition problem. TA used as political incentive. Politicians use it as incentive for politics. To achieve their political agenda using public organizations structure, working procedures, and modalities.

Consultants are mostly submissive. Their capacity is also weak. No leverage, not strong. Consultants do not exercise professionalism, minimize conflict

Give less value for consultants. Consider consultants as they are there for financial benefit. Focus on the consultants income.

Traditional planning, fragmented planning style. Knowledge is not planned and is not being lead

Indigenous knowledge is not being utilized. TA would discourage endogenous knowledge

There is attitude gap on the potential capacity of Ethiopian scholars and professional bring change. There is no much believe that they would make a difference.

Sometimes, due to political reasons, climate reasons, draught, emergency management changes go with the wind. In Amharic ‘Yeze mecha Sira’ affects use of knowledge.

Woreda/district frequent changes (split, merge) makes a problem to track and update systems.

Overlapping of knowledge activities

No partnership with universities on KM

From Table 4.28 the following observations are made:

- Not systemic knowledge use. No KM system. No accountability and responsibility for knowledge utilization. Not sustainable knowledge use (23 counts)
• DA TA partnership has strategic and systemic gap. Its focus is on knowledge transfer, not on knowledge utilization, it does not focus on sustainability. It has also working relationship problem (13 counts)
• CB is not institutionalized. Knowledge utilization has capacity problem, knowledge utilization is not institutionalized. Not sustainable CB. Lack of capacity and competency (9 counts)
• Inappropriate, inefficient training management, weak knowledge transfer from trainings. Weak knowledge utilization from trainings. Not institutional and sustainable (8 counts)
• The country has No KM policy and KM strategy. There is gap in conceptual understanding, attitude, systems, practices. TA is not used effectively (7 counts)
• Institutions has gap in using knowledge scientifically. Poor conceptual understanding of knowledge and knowledge use. Unsystematic use of knowledge. Poor understanding on similarities and differences of training and capacity building (7 counts).
• High staff turnover (6 counts)
• Resistance for change and knowledge (4 counts)
• No value for knowledge (4 counts)
• Resource limitation (4 counts)
• Structure gap (4 counts)
• Unused TA, opportunity of TA is being missed, poor utilization of existing knowledge. Underutilization of TA (3 counts)
• No strength [DA TA is weak in its nature and contribution] (3 counts)
• Knowledge is ignored if it does not fit for the ideology. Politics overrides knowledge (3 counts)
• Sometimes TA is not need based (2 counts)
• Consultants are mostly submissive. Their capacity is also weak. No leverage. They are not strong. Consultants do not exercise professionalism. They mostly try to minimize conflict (2 counts)
• Less value for consultants. Attitude problem on consultants and their income (2 counts)
• Traditional planning, fragmented planning style. Knowledge is not planned and is not being lead (2 counts)
• Lack of respect for indigenous knowledge. Indigenous knowledge is not being utilized (2 counts)
• Different responses (5)
4.9. DA TA Knowledge Use for Strategic Management and Strategic Leadership: opportunities and threats

Findings presented below as per Question 1.8 are to recognize opportunities and threats in the DA TA knowledge use for strategic management and strategic leadership practices.

This question dealt with to assess opportunities and threats in the use of DA TA for strategic management and strategic leadership practices:

- Opportunities
- Threats

4.9.1. Opportunities

The respondents were requested to list opportunities to utilize DA TA knowledge for strategic planning and strategic leadership practices by Ethiopia public organizations. The replies were received as statements as indicated in Table 4.29. Multiple responses are reported as frequency of occurrences.

Table 4.29: Opportunities to utilize DA TA knowledge

<table>
<thead>
<tr>
<th>Statements</th>
<th>Number of Occurrences</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is a lot of TA resource commitment and TA interest. Development partners commitment. Access for TA. Many partners can generate knowledge. In some project world class best experts are coming through DAG support. High interest of donors to support Ethiopian people and government. Many bilateral and multilateral donors including UN. Many incentives including CB, TA etc. Possible to use the opportunity of TA though is not systemic. Innovation, global knowledge through technical assistance. This helps to bring expertise who has the relevant knowledge. Donors policy support. Budget support.</td>
<td>15</td>
</tr>
<tr>
<td>New global trends, the Learning Generation Initiative, focus for education, world view and world value for knowledge and knowledge management, Global knowledge. New thinking of KM, ongoing programming - new opportunities to apply effective KM. Global knowledge use. Use of the global knowledge through DA TA is bringing experts who has knowledge. Multiple sources of knowledge. World has interest to share. World experience sharing including in Africa.</td>
<td>10</td>
</tr>
<tr>
<td>GTP II. The country direction for growth and development, government resource mobilization. Sector organizations have mandate. Community is a big resource. Political willingness, government policy, leadership commitment, government commitment, training.</td>
<td>9</td>
</tr>
<tr>
<td>Younger generation interest on information technology and information. World internet technology, globalization, information flow, information access. There is global technology to acquire and access of knowledge. The use of new technologies i.e. mobile technologies. Technology development can improve performance, database establishment, information systems.</td>
<td>6</td>
</tr>
</tbody>
</table>
If we know how to use knowledge and if we do not bypass knowledge, there is knowledge in the world. A lot of educational materials. Accumulated knowledge (though sometimes hidden knowledge). Customization, adoption, scaling up. KM understanding is increasing; what it is, what it can do. Lot of connection, people are learning and learning intentions, development of skills are there. What is important is connecting the dots. New experiences for learning, a lot of planning and many tasks.


Government structure from federal to region, zone, woreda, kebele. There is stratified government structure. [The structure] is ideal condition. You do not need other structures to implement projects. You can directly link with farmers. Diversified professional and development agents at woreda level.

Huge need for knowledge. Gaps are there that need TA knowledge. Thrive for knowledge to be out from poverty.

Increased capacity. Ethiopian national and Ethiopian TA due to socio-cultural, language proximity. Ethiopia can use national expertise Ethiopia is good example and take initiatives and play leadership role for example CRGE.

Access to infrastructure; road, internet, and telecommunication.

Available human resource, policy, strategy, guideline, systems, knowledge interest, seeking knowledge, good working environment to sue the available knowledge.

If clear partnership can be formulated, it will be useful.

If TA is independent it can built capacity.

Collaboration among different actors. Connect experience, expertise, donors, consultants, government, community.

Land would be used as collateral - possibility this would increase the value of land.

New Emerging SDGs.

There is push to compete on knowledge.

<table>
<thead>
<tr>
<th>From Table 4.29 the following observations are made:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- There are a lot of TA resource commitment (15 counts)</td>
</tr>
<tr>
<td>- New global trends, global knowledge, new thinking of KM, multiple source of knowledge (10 counts)</td>
</tr>
<tr>
<td>- GTP II. The country direction for growth and development (9 counts)</td>
</tr>
<tr>
<td>- The younger generation interest for technology and information. World internet technology, mobile technology, databases establishment, information systems (6 counts)</td>
</tr>
<tr>
<td>- Availability of knowledge. Knowledge use, customization, adoption, scaling up, conceptual understanding of knowledge and KM (6 counts)</td>
</tr>
<tr>
<td>- Ethiopia strategic and geopolitical importance (4 counts)</td>
</tr>
<tr>
<td>- Government structure from federal to regions, woreda and kebele (4 counts)</td>
</tr>
</tbody>
</table>

<p>| | |</p>
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<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6A lot of DA for developing countries. Strategic importance of Ethiopia. Geopolitical importance of Ethiopia. Ethiopia geopolitical location. World situation.</td>
<td>6</td>
</tr>
<tr>
<td>Government structure from federal to region, zone, woreda, kebele. There is stratified government structure. [The structure] is ideal condition. You do not need other structures to implement projects. You can directly link with farmers. Diversified professional and development agents at woreda level.</td>
<td>4</td>
</tr>
<tr>
<td>Huge need for knowledge. Gaps are there that need TA knowledge. Thrive for knowledge to be out from poverty.</td>
<td>2</td>
</tr>
<tr>
<td>Increased capacity. Ethiopian national and Ethiopian TA due to socio-cultural, language proximity. Ethiopia can use national expertise Ethiopia is good example and take initiatives and play leadership role for example CRGE.</td>
<td>2</td>
</tr>
<tr>
<td>Access to infrastructure; road, internet, and telecommunication.</td>
<td>1</td>
</tr>
<tr>
<td>Available human resource, policy, strategy, guideline, systems, knowledge interest, seeking knowledge, good working environment to sue the available knowledge.</td>
<td>1</td>
</tr>
<tr>
<td>If clear partnership can be formulated, it will be useful.</td>
<td>1</td>
</tr>
<tr>
<td>If TA is independent it can built capacity.</td>
<td>1</td>
</tr>
<tr>
<td>Collaboration among different actors. Connect experience, expertise, donors, consultants, government, community.</td>
<td>1</td>
</tr>
<tr>
<td>Land would be used as collateral - possibility this would increase the value of land.</td>
<td>1</td>
</tr>
<tr>
<td>New Emerging SDGs.</td>
<td>1</td>
</tr>
<tr>
<td>There is push to compete on knowledge.</td>
<td>1</td>
</tr>
</tbody>
</table>
• Huge need for knowledge. There are gaps that need TA knowledge. Thrive for knowledge to be out from poverty (2 counts)
• Increased capacity of Ethiopia nationals (2 counts)
• Different responses (8 counts)

4.9.2. Threats

The respondents were requested to list threats to utilize DA TA knowledge for strategic planning and strategic leadership practices by Ethiopia public organizations. The replies were received as statements as indicated in Table 4.30. Multiple responses are reported as frequency of occurrences.

Table 4.30: Threats to utilize DA TA knowledge

<table>
<thead>
<tr>
<th>Statements</th>
<th>Number of Occurrences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sometimes government is suspicious, afraid foreign influence. TA would bring its own policy, ideology, and rule. It may have invisible instruments. It would bring pressure. Government may not have full capacity to check and control such situations. Geopolitical interests. Through TA donors would export their problem. They would work for their ideologies and systems that makes us dependent. TA staff need to be followed up. There are people who say that this is western strategy - being suspicious. Cultural influence, affect societal culture, abuse culture of society. Political influence. Ideological content is a threat effect of globalization - towards thinking the same. Trends of having common culture and value. Unintended induced culture. There could be hidden mission that makes us not to see ourselves. Not to look inside to solve problems. Trust gap. The community is suspicious. They question that development aid research activities are taking resources, etc.</td>
<td>12</td>
</tr>
<tr>
<td>DA is decreasing - world changes. World crises such as immigration, environmental, financial crises. World dynamism. Global crises. Disaster such as draught, flooding, social unrest, epidemic would decrease TA. Related supporting platforms may be disappeared and would create political instability. These would lead to resource limitation and create dependency problem.</td>
<td>10</td>
</tr>
<tr>
<td>Dependency of aid. Dependency syndrome. Bring problem on sustainable development. Dependency may make you inhuman. It goes against your dignity. We need aid. But it could push you to wrong direction. It could push you to focus on wrong direction than the right direction. You may lose your autonomy. For example, in the education sector there is two kinds of grants: School Grant and Block Grant. School Grant is supported by donors. Whereas Block Grant is supported by government. In case, donor's Block Grant stops at some point, it will be a big challenge. Such situation creates dependency threat. Being dependent on foreign aid and their advices. Neglecting our endogenous knowledge is becoming a problem. DA TA fragility would be there.</td>
<td>8</td>
</tr>
<tr>
<td>Knowledge might not be used, disappear if we do not use it. Knowledge loss. Lack of appreciation for knowledge and for the existing knowledge. When you change you change everything. The existing</td>
<td>8</td>
</tr>
</tbody>
</table>
system and thinking is not fast in looking ahead and take corrective action on time. Lack of focus on systems. Staff turnover is a real headache. High turnover is being frustrated donors. Projects and programs should be effective and sustainable. Otherwise, it may result in responsibility problem that would make back donors unhappy. No participation in KM. People do not own it. If not well managed knowledge, can’t archive development goals and this would back fire - bringing chaos and equity issues.

Priority differences among government and donors. Difficulty to have strategic fit between TA and government priorities. DA TA CB effort may be misused. There would be unrelated foreign training. Trainees may come without knowledge from abroad if they were not the right candidates. Gap in having proper financial and project management. TA staff may refrain.

Leadership competency gap to use TA. Capacity gap to utilize TA properly. Knowledge gap in relation to TA would decrease TA. Lack of skilled human resource. A lot of political burden on middle level managers and project coordinators besides their usual task

Requirement of TA may not be proper, may not be relevant, unfit to the need/demand. TA may not based on country policy and strategies. Focus on financial aspect under the package of training

Expatriates have been contacted for learning and teaching process. However, there are questions that whether they work based on our context, whether they are committed enough. When such situation continues it would also affect the system. Some of them seems also focusing on building their skills, capacity, and skill. Coping from outside is there; the value should be checked against its benefit for the country

Every time policy variation, consistency problem. Government may change structure. There may not be TA

Culture is important to look forward. Feedback is important. People try KM. But they do not do it successfully. They try and failed. Then they stop. All the problem is that KM people quickly disappointed when not successful at first.

Traditional community culture. Negative culture on knowledge and development

Knowledge might be used for political purpose; this may be done without the knowledge of TA staff. TA is innocent. If TA staff do not know it, can be a threat for us.

Government has many ambitious targets.

Focus on financial aspect under the package of training

From Table 4.30 the following observations are made:

- Foreign influence. Ideological, political, economical, and cultural influence. Not to look inside to solve problems. Effect of globalization - towards thinking the same; trends of having common culture and value (12 counts).
- DA is decreasing. World changes, global crises, disaster, political instability, dependency problem that would lead to resource limitation (10 counts)
Dependency of aid. Dependency syndrome. Brings sustainability problem. Resulted in neglecting indigenous knowledge. Has also dignity issues, and humanity implications (8 counts)

Thinking and system problem. Knowledge might not be used. Knowledge would disappear if we do not use it. Knowledge loss. If not knowledge does not well managed, we can't achieve development goals (8 counts)

Priority differences among government and donors, and related strategic leadership capacity and competency gap that would lead to decrease of TA (4 counts)

Leadership competency and capacity gap to use TA (3 counts).

Requirement of TA may not be proper, may not be relevant, unfit to the need/demand. TA may not based on country policy and strategies (3 counts)

TA staff value needs checking and monitoring (2 counts)

Frequent policy and structure changes. Inconsistency. (2 counts)

Different responses (5 counts)

4.10. DA TA Knowledge Use Partnership:

Findings presented below which are based on Question 2.9 are to understand DA TA working relationships, understanding, and partnership of public organizations, development consultants, and donor agencies in knowledge utilization for Ethiopian public organizations strategic planning and strategic leadership perspective.

This question dealt with to investigate:

- Clarity of partnership (working relationships, understanding and partnership)
- Partnership need and knowledge need
- CB and CD
- Knowledge network
- Knowledge culture

4.10.1. Clarity in partnership (working relationships, understanding, and partnership)

According to C7 in relation to other countries in Ethiopia there is good government ownership. G2 states that development partners are force of development in the country. They show gaps, intervention areas, alternatives, share best practices. They work together with organizations
leadership, management, and employee to bring change in the country. E4 states that for a country like Ethiopia, TA creates good relationships and sometimes it brings job opportunity.

According to C5 DA TA partnership is clear: clear agreement with mandate, accountability, and responsibility. C5 also states that overall strategic agreement exists between government and partners. Partners know Ethiopia culture: they listen, engage, and build relationships. Similarly, D5 states that DA TA projects and programs have knowledge sharing mechanisms; have Project Implementation Manual (PIM), shows how to scale up, align strategically, and systems are there including M&E. However, according to D5, there is gap in knowledge application.

FGD1 states that the partnership is not strong due to interest differences between government and donors. Overall partnership is clear but the TA agreement is not clear. E4 states that 'we just accept projects due to their finance, material; without knowing the consequences'. E6 states that the partnership is clear but the implementation has problem. Similarly, E8 states that the partnership is not clear; but, 'it is clear that we need resources'.

E5 believe that that the partnership is not systemic. On the other hand, D1 states that the partnership is between government and donors. Consultants are business oriented. There are no formal relationships with them but the business creates relationships. C8 states that in the partnership sometimes donors become implementers, another time supporter. They do not also focus on knowledge and knowledge utilization. C8 also state that government do not think that 'the consultant is mine, consider consultants as external and fault finder, there is ownership problem and negative mind'.

According to C3 roles and responsibilities in DA TA programs and projects are not clear. E6 states that TA agreement is not clear from knowledge utilization perspective. TA is not transferring frameworks and models, is not sustainable, there is high turnover, no good human resource management to retain and use TA knowledge, right counterparts are also not assigned. Similarly, E1 states that there is major gap in their relationships: 'they do not move as a team, consultants are isolated, consultants are placed in isolated environment, a state in a state situation'. E1 also state that consultant do not engage in the main stream of the organization projects, no interaction with counterparts, the relationships and interaction is not regular. E1 further states that partnership is not clear and is not considered as a major issue; no partnership on knowledge utilization. Consultants issues come at the later stage of the negotiation. The focus is not on knowledge. Knowledge is extremely undermined and hidden. The discussion focuses on other
aspects like financial and material support. Consultancy considered as a package of financial assistance or as a precondition to get finance.

E3 states that partnership is not clear as it should be. In most cases consultants consider knowledge as commodity. There are bad recommendations. But, there are some good consultants who engage government and donors. According to E3, the way government and donors see each other as 'necessary evils'. They need each other to work together. Similarly, E2 believes that TA is not clear; there is no strong partnership. Partners do not listen each other. And sometimes TA is fixed and is a precondition. E2 states that 'you have to accept TA; you have to take it with the finance'.

C4 states that partnership guided by project document but do not take account knowledge transfer. Government accept all due to finance. However, according to C4, there are also good example that the TA is aligned in government structure and systems. C5 states that like the money, DA TA knowledge should have been given value. E8 states that partners lack critical thinking. They focus on knowledge transfer. E8 questions that 'for what purpose? They just focus on building knowledge. Development effort will not have result unless the knowledge that is transferred and built is utilized'. D7 discusses that partners do not read each other and do not work in integrated manner. There is systemic problem in TA agreement of knowledge management and knowledge utilization. The focus is on government routine works, no TA knowledge management advising role in practice.

On the other hand, D4 discusses, that government bureaucracy lacks professional staff. This makes pressure on TA. TA staff perform tasks that are not their responsibility. The agreement is clear on TA. TA is catalyst, facilitate the process to achieve quicker results, and capacity building is part of it.

C3 states that there is mistrust against the expatriate. C5 discusses that partnership starts from trust and understanding. There should be knowledge based trust. For that TA staff need to stay long. Development aid focuses on 'result based management', focused on output, fast track output. This is because financers want quick results. Such situation is not result in sustainability and good partnership. The more time for TA the more trust can be built. However, according to C5, there is also risk that TA including long term TA misunderstood. TA has to be transparent. If not, it might destroy partnership quickly. Similarly, E1 sates that there should be continuous engagement.

On the other hand, C2 discusses, consultants consider donors as clients; they do not consider government as client. They are more accountable for donors. They may not see government
interest and need. This is the fact that there are projects that follow donors way of implementation. Sometime, TA underestimates local experts while some TA consultants do not have the necessary/required knowledge. According to C2, difference in payments for similar jobs makes problem and create conflict. C6 states that ‘sometimes there is tension between government staff and TA staff due to huge salary differences which affects relationships.

Some respondents state their TA staff have lack of interest to share their knowledge. They further state that TA staff use the knowledge they get from projects and programs in other places while not sharing for the host organizations. According to respondents, sometimes, DA TA development consultants are not considered that they are there to bring change. Some respondents considering development consulting firms just only as profit making entities. Some also believe that donors have interest so as to create business link using TA as market intelligence.

According to G1, there are people in public organizations who believe that consultants work does not have value. G1 states that 'we do it better if asked to do under their names'. D1 states that ‘the challenge is related to different interests of officials that affects the procurement process of consultants which result in poor quality TA service delivery both in knowledge creation, sharing, and utilization'. According to G1, sometimes TA work as contractors which is not their responsibility. Directors and some employers seems okay for that because it relieves them from job burdens despite this may result in dependency.

Some consultants state that working as employee and/or contractor is not their responsibility; rather they would have focused on CB. In relation to this, some government respondents state that DA TA consultants do not consider much local situations. Their recommendations have gaps. In most cases government officials and experts do not believe on consultants work. As a result, it is 'just for shelf'. They believe that in case consultants have good knowledge, they do not share their tacit knowledge. C7 states that 'the goal is professional satisfaction and use systems works'. According to C7, 'it is very unfair to say consultants do not care. There is professional pride value. A lot of people consider consultants missionaries. This is wrong. May be few companies behave like that'. On the other hand, some respondents believe that government working environment and situation is not preferable for consultants. There is problem in valuing the TA knowledge and systems to use the knowledge. There is culture gap also to do so. They also state that KM and knowledge utilization is not as such reflected in the TA agreement, which is a challenge to use knowledge properly.
Others respondents believe that what matters is the contract. They believe that if TA contract would have been like the financial aid contract then things would have been clear. According to them the finance part is clear not the TA part. TA contracts do not give much focus on KM. For them, it is the contractual relationships matter most. There should have been clarity on the agreement. G4 states that KM and knowledge utilization is not reflected in the TA agreement clearly, ‘I do not think they think about that’. G7 states that ‘we have different measurement criteria’. My observation, G7 seems saying that clarity of TA partnership depends from the viewpoint, understanding, interest, and attention of partners in DA TA knowledge.

Table 4.31: How far DA TA partnership is clear

<table>
<thead>
<tr>
<th>Sub Question No</th>
<th>Sub Question Name</th>
<th>Study Group Code</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.9.1</td>
<td>The working relationship, understanding, and partnership of public organizations, development consultants, and development aid agencies in DA TA is clear.</td>
<td>G</td>
<td>5</td>
<td></td>
<td>2</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C</td>
<td>3</td>
<td></td>
<td>3</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D</td>
<td>8</td>
<td></td>
<td></td>
<td>100</td>
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<tr>
<td></td>
<td></td>
<td>E</td>
<td>3</td>
<td></td>
<td>4</td>
<td>43</td>
</tr>
<tr>
<td>Total (study groups)</td>
<td></td>
<td>G+C+D</td>
<td>16</td>
<td></td>
<td>5</td>
<td>76</td>
</tr>
<tr>
<td>Total (study groups and academicians/specialists)</td>
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<td>G+C+D+E</td>
<td>19</td>
<td></td>
<td>9</td>
<td>68</td>
</tr>
<tr>
<td>FGD1</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>63</td>
</tr>
<tr>
<td>FGD2</td>
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</tr>
<tr>
<td>FGD1 + FGD2 = FGD</td>
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<td>1</td>
<td></td>
<td></td>
<td></td>
<td>36</td>
</tr>
</tbody>
</table>

From Table 4.31 the following observations made:

- FGD1: yes 5, no 3. Overall, the group answer is yes.
- 4 in-depth interview participants do not vote
- C study group vote is inconclusive
- D study group (100%) and G study group (71%) believe that the working relationship, understanding, and partnership of public organizations, development consultants, and development aid agencies in DA TA is clear.
- E study group believe that the working relationship, understanding, and partnership of public organizations, development consultants, and development aid agencies in DA TA is not clear (57%); only 43 % who believe on its clarity.
- Majority of study groups (76%), study groups with academicians/specialists (68%) believe that the working relationship, understanding, and partnership of public organizations, development consultants, and development aid agencies in DA TA is clear (68%).
- Whereas, FGD participants believe that the working relationship, understanding, and partnership of public organizations, development consultants, and development aid
agencies in DA TA is not clear (64%). Only 36% who believe on the partnership clarity. From FGD, FGD1 believe its clarity (63%) - only 37% who believe on the partnership clarity. FGD2 do not believe on its clarity (100%) - 00% who believe on its clarity.

Table 4.32: How far DA TA partnership is clear in knowledge utilization

<table>
<thead>
<tr>
<th>Sub Question No</th>
<th>Sub Question Name</th>
<th>Study Group Code</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.9.2</td>
<td>The working relationship, understanding, and partnership of public organizations, development consultants, and development aid agencies towards DA TA knowledge utilization for strategic management and strategic leadership practices is clear.</td>
<td>G 1</td>
<td>6</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C 1</td>
<td>6</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>D 3</td>
<td>5</td>
<td>38</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>E 2</td>
<td>6</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total (study groups)</td>
<td>G+C+D</td>
<td>5</td>
<td>17</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total (study groups and academicians/specialists)</td>
<td>G+C+D+E</td>
<td>7</td>
<td>23</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FGD1</td>
<td></td>
<td>1</td>
<td>00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FGD2</td>
<td></td>
<td>1</td>
<td>00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FGD1 + FGD2 = FGD</td>
<td></td>
<td>2</td>
<td>00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From Table 4.32 the following observations made:

- 2 in-depth interview participants do not vote
- Significant majority of respondents (> 77%) strongly believe that the working relationship, understanding, and partnership of public organizations, development consultants, and development aid agencies towards DA TA knowledge utilization for strategic management and strategic leadership practices is not clear; only 23 % who believe on its clarity.
Table 4.3: Extent of clarity on DA TA partnership

<table>
<thead>
<tr>
<th>Sub Question No</th>
<th>Sub Question Name</th>
<th>Study Group Code</th>
<th>Good</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Poor</th>
<th>Median</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.9.3</td>
<td>Extent of clarity on working relationships, understanding, and partnership of public organizations, development consultants, and development aid agencies in DA TA.</td>
<td>G</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>60</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>40</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>D</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
<td>80</td>
<td>89</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>E</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td></td>
<td>40</td>
<td>43</td>
<td></td>
</tr>
<tr>
<td>Total (study groups)</td>
<td></td>
<td>G+C+D</td>
<td>4</td>
<td>6</td>
<td>5</td>
<td>5</td>
<td>2</td>
<td>60</td>
<td>65</td>
</tr>
<tr>
<td>Total (study groups and academicians/specialists)</td>
<td></td>
<td>G+C+D+E</td>
<td>4</td>
<td>6</td>
<td>7</td>
<td>9</td>
<td>3</td>
<td>60</td>
<td>59</td>
</tr>
<tr>
<td>FGD1</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>50</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td>FGD2</td>
<td></td>
<td></td>
<td>50</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FGD1 + FGD2 = FGD</td>
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<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>50</td>
<td>51</td>
<td></td>
</tr>
</tbody>
</table>

From Table 4.33 the following observations made:

- FGD1: above average 1, average 3, below average 4. Overall, the group answer is below average.
- FGD2: average 3, below average 3. Overall, the group answer is not conclusive.
- 3 in-depth interview participants do not vote
- D study group strongly believe that the working relationships, understanding, and partnership of public organizations, development consultants, and development aid agencies in DA TA is clear.
- Study groups believe that the working relationships, understanding, and partnership of public organizations, development consultants, and development aid agencies in DA TA is clear.
- Majority of respondents believe that the working relationships, understanding, and partnership of public organizations, development consultants, and development aid agencies in DA TA is not clear; only minority of respondents believe on its clarity.
### Table 4.34: Extent of clarity on DA TA partnership in knowledge utilization

<table>
<thead>
<tr>
<th>Sub Question No</th>
<th>Sub Question Name</th>
<th>Study Group Code</th>
<th>Good</th>
<th>Above average</th>
<th>Average</th>
<th>Below Average</th>
<th>Poor</th>
<th>Median</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.9.4</td>
<td>Extent of clarity on working relationship, understanding, and partnership of public organizations, development consultants, and donor agencies in DA TA knowledge utilization for strategic management and strategic leadership activities.</td>
<td>G</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>40</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>40</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>D</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>6</td>
<td>40</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>E</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>40</td>
<td>40</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>Total (study groups)</td>
<td></td>
<td>G+C+D</td>
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<td>8</td>
<td>7</td>
<td>6</td>
<td>40</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>Total (study groups and academicians/specialists)</td>
<td></td>
<td>G+C+D+E</td>
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<td>9</td>
<td>10</td>
<td>9</td>
<td>40</td>
<td>43</td>
<td></td>
</tr>
<tr>
<td>FGD1</td>
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<td>1</td>
<td>40</td>
<td></td>
<td></td>
<td>40</td>
<td>37</td>
<td></td>
</tr>
<tr>
<td>FGD2</td>
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<td>1</td>
<td>40</td>
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<td>40</td>
<td>47</td>
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</tr>
<tr>
<td>FGD1 + FGD2 = FGD</td>
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<td></td>
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<td>40</td>
<td></td>
<td></td>
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<td>42</td>
<td></td>
</tr>
</tbody>
</table>

From Table 4.34 the following observations made:

- FGD1: below average 5, poor 1, no vote 2. Overall, the group answer is below average.
- FGD2: average 2, below average 4. Overall, the group answer is below average.
- 2 in-depth interview participants do not vote
- D study group response is not conclusive
- Majority of respondents believe that working relationship, understanding, and partnership of public organizations, development consultants, and donor agencies in DA TA knowledge utilization for strategic management and strategic leadership activities is not clear; only minority believe on its clarity.

#### 4.10.2. Partnership need and knowledge need

Some respondents believe that TA is important. It is need based and is helping in building capacity. According to them, at least to it helps the implementation of the aid money that comes for service and infrastructure delivery. It creates also good relationships with donors and has more positive effects such as diplomacy. It can also help to mobilize additional aid resources by serving as a bridge. It plays intermediary role. It facilitates good communication. Creates better understanding and relationship between government and donors.
According to some respondents, donors cannot do it by themselves, as they want. They cannot force government. Government need TA. D1 states, 'TA is need based, there is ownership by donors that is why some people say TA is push based'. C3 states that 'the partnership is need based. It is aligned to the need of the government. The formulation of project shows there is a need'. C7 states that TA partnership is need based. 'The government is clear on its objectives. But in some cases less clear. Driven by other things and the result is not good, no fit'. Similarly, D5 states that the partnership is need based. D7 states that government need TA. E3 states that 'the public sector need DA and DA TA for poverty reduction, rapid response, climate change'. D6 states that 'TA is demand driven/need based'.

E2 states that 'hard TA is need based; for example, engineering, water resource, environmental management'. E1 states that 'government need TA. It is precondition to get other assistance. They need it. But knowledge is secondary issue’. C8 states that there are areas that needs TA; there is capacity gap and areas that needs high calibre of strategic thinking. C8 further discusses that there is perception gap in 'adopting external person. We do not think objectively. Our thinking is subjective. A lot of attributes, not thinking strategically, resistance to change, thinking for external person that I am better'. According to C8 there are also vested interest groups that affects TA'.

C5 states, partners acknowledge the importance of DA TA; DA TA was not clearly reflected in GTP1. 'The need is coming. They are not working alone in Ethiopia. Government has to response to the global demand. It is responsible to respond, report. Reporting also requires that KM is part of the processes'. C5 also states, 'yes, there is push from financers and global partners, it is also push based to response the global demand'. My observation from C5 is that the world community is responsible what is happening in Ethiopia i.e. MDGs. Therefore, the world community pushes the importance of DA TA besides government demand/need.

D8 states that 'DA TA is need based. Donor interest is another factor. But, it is need based, why not we test it on similar organizations without DA TA’. G8 states, TA is need based. We see first need. Magnitude, severity of the problem is there. We identify gap. 'Health sector is a good example. It is not pushed based. It is not like other sectors. There is work plan. Works are evaluated. We need partners to give us strategic innovative support, knowledge based support'. However, G8 also states that in practice TA staff work like employee.

FGD1 states that TA partnership is need based. There is need. The initiative comes from government. However, lacks need analysis. 'We need it because it is also attached to the finance.
We also need TA in order to avoid mismanagement of the DA finance'. On the contrary, FGD2 states that 'DA TA partnership is mostly push based. But there are times that we need it as well'.

E3 states, TA is need based. 'But different based on formal and informal communications. Formally, it is demand based. Yet, a lot of TA is based on donors push factors. Pull and Push factor. But the balance I do not have idea'. E6 states that TA is mostly need based. But, it is also push based. G6 believe that DA TA is both push and demand based. E2 states that TA has push side. On the other hand, C2 states that 'DA TA is donor driven'.

Table 4.35: How far DA TA partnership is need based

<table>
<thead>
<tr>
<th>Sub Question No</th>
<th>Sub Question Name</th>
<th>Study Group Code</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.9.5</td>
<td>DA TA partnership is need based.</td>
<td>G</td>
<td>6</td>
<td>75</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C</td>
<td>5</td>
<td>71</td>
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<td>29</td>
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<tr>
<td></td>
<td></td>
<td>D</td>
<td>6</td>
<td>86</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E</td>
<td>6</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total (study groups)</td>
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<td>G+C+D</td>
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<td>77</td>
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<td></td>
</tr>
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<td>63</td>
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<tr>
<td>FGD1 + FGD2 = FGD</td>
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<td>1</td>
<td>1</td>
<td>50</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From Table 4.35 the following observations made:

- FGD1: Yes 5, No 3. Overall the group answer is yes.
- FGD2: Yes 2, No 4. Overall the group answer is no.
- 4 in-depth interview participants do not vote
- E group strongly believe that DA TA partnership is need based (100%).
- Significant majority of respondents (82%) strongly believe that DA TA partnership is need based.
- Whereas, FGD participants response is not conclusive (50%). From FGD, FGD1 believe that it is need based (63%), FGD2 believe that it is not need based (67%)

The respondents were requested to describe the need of knowledge from DA TA in order to utilize it in strategic planning and strategic leadership practices by Ethiopia public organizations. The replies were received as statements as indicated in Table 4.36. Multiple responses are reported as frequency of occurrences.
Table 4.36: DA TA knowledge need for the use of strategic planning and strategic leadership practices

<table>
<thead>
<tr>
<th>Statements</th>
<th>Number of Occurrences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government has capacity gap. To fill the gap, there is a need of external knowledge. As a result, it has been requesting donors for support. There is request of knowledge. They do need it. We want donors for innovative support. We need knowledge from TA. We demand knowledge.</td>
<td>18</td>
</tr>
<tr>
<td>It has donor push factor. There are adequate national staff who can give the knowledge. They do not need it as such. We do not need TA knowledge.</td>
<td>8</td>
</tr>
<tr>
<td>Donors have their own hidden agenda i.e. to send students to projects. It is outreach research centre for donors. Donors do it to build their knowledge. They do not want to lock their knowledge in their country only. But, government has not option as a result it accepts TA. Though there is hidden agenda from the donor side, intelligent Ethiopian experts use TA knowledge. If the expert is not intelligent and does not have motivation that will be the opposite.</td>
<td>4</td>
</tr>
<tr>
<td>DA TA knowledge need cannot be the only solution. Donors may give support on some knowledge transfer. But they cannot work to develop us. Rather we should focus on sustainable development. For that we should have institutional knowledge management. There should be focus on indigenous knowledge. DA TA need to be identified exactly and there should be knowledge how to utilize what is known. Yes, we need TA knowledge. But whether they give us based on our need is a different question.</td>
<td>2</td>
</tr>
<tr>
<td>Government works to retain the knowledge from TA.</td>
<td>2</td>
</tr>
<tr>
<td>There is capability problem to use the knowledge. There should be appropriate people and appropriate technology to use DA TA knowledge.</td>
<td>1</td>
</tr>
<tr>
<td>There is limited need of knowledge</td>
<td>1</td>
</tr>
<tr>
<td>If TA is missing no result. But the focus is delivery of services.</td>
<td>1</td>
</tr>
<tr>
<td>There is awareness gap about its value and how to manage it.</td>
<td>1</td>
</tr>
</tbody>
</table>

From Table 4.36 the following observations are made:

- There is need for DA TA knowledge (18 counts)
- It has donor push factor. There are adequate national staff who can give the knowledge. They do not need it as such. They do not need it (8 counts)
- Donors have their own hidden agenda (4 counts)
- DA TA knowledge need to be approached differently (2 counts)
- Government works to retain knowledge from TA (2 counts)
- Different responses (4 counts)
4.10.3. Capacity building and capacity development

C2 states that 'CB is something that government needs. But, it is difficult to say that capacity is built well. How long, 50 years? Capacity has not been built. Not systemic'. C2 also states that 'government accept external knowledge when it fits its ideology and policy, and thinking. No clarity to retain knowledge. Consultants do their job and just go'.

G8 states that development partners are supporting capacity building based on government policy and strategy. C5 states that 'TA is there to build capacity. But there is limitation to use knowledge. C7 states 'donors have objectives. They care for effectiveness and sustainability. They report to taxpayers. Paris declaration - harmonization is reflected in the agreement with the government'. My observation is that what does mean sustainability in terms of DA TA capacity building in relation to sustainable knowledge utilization? How development partners achieve aid alignment, aid harmonization, and aid effectiveness from the perspective of sustainable capacity building without having in place effective, efficient, and sustainable DA TA knowledge use system by public organizations?

D1 have question that how far, how long the country needs capacity building from DA TA. D1 states that 'it is still a need to build government capacity at lower level administration units'. However, according to D1, it should stop at some point; the government should have enough internal capacity.

E2 states that. 'The international consultants knowledge should be transferred to counterparts. Counterparts should have direct role on information, recommendation, discussing on issues. ...for that we need knowledgeable counterparts'. E2 also states that international consultants just leave without their knowledge retained by counterparts. In overall 'TA has not been useful". E2 further discusses, consultants are also tending to be possessed. 'They do not want to do. They do not share/transfer their knowledge'.

C3 states that 'people just talk, do not listen. CB is not understood well. People do not act. CB works well at individual level. But there is no strategy to kept knowledgeable people, no incentive to stay knowledgeable people'. C3 also states 'the government demand CB. They need it. But there is no clear consciousness on the issue. If they don't why they need it'? C3 also discusses, if the government would have been using knowledgeable professionals it can stop DA TA. Government should use knowledge from training. Here, there have been so many uncoordinated initiatives but after training they gone. 'No system to stay capacity. There is big concern including problem of...
ownership. The sustainability is not good. Need action. Match talking about sustainability but only few people understand it. Most people just get money and go'.

D1 states that 'good use of TA utilization by government organizations is a success for consultants. Because when the government capacity built their effort will be recognized, their job would grow in long term. They would get more jobs'. D2 states, capacity building from knowledge utilization perspective is not systematic. The focus is on structure but not on system. 'We are still doing operation modalities, for 20 years. A lot knowledge gained and shared. But lacks strategic thinking'. D2 also states that 'some studies would take 5 years to get good insight. However, government wants to start some activities today. Government does not want to pass steps'.

D4 states that we do capacity building in the implementation. But TA creates dependency. There is need of systemic training program. 'TA knowledge transfer is almost none existing because no counterpart to transfer knowledge from TA. This makes difficult to discuss about effectiveness, efficiency, and sustainability. Government should provide counterparts at several levels'. D4 also states that 'donors have to supervise the process. Agreements lacks clarity and/or they are not enough what types of peers government should hire. The practice should be checked as well. D4 further discusses that 'TA role should have been knowledge transfer. But, in practice, they have been gap fillers'.

FGD1 states that despite the fact that it has some contribution; DA TA is not building capacity from knowledge utilization perspective'. FGD1 also states that 'TA CB not clear from knowledge utilization perspective'. On the other hand, FGD2 states that 'psychological understanding of TA capacity building manse training. It is not about building capacity'.

E2 states that 'we have to conceptualize well capacity building. Difficult to judge, anyway. Many efforts have been exerted. Many TA have been on capacity building'. My observation: when the question of capacity building and how long public organizations need capacity building raised, E2 become silent, thinking, looks worried. Then, E2 states that 'capacity building is good on technical areas. But for other areas I have doubt'.

D3 states that 'GIZ implement CB at different levels by itself. We have implementation agreement with partners. We implement CB activities. There is steering structure, networking, and partnership. We have also mechanism how to steer these projects'. My observation on D3 statements is that if GIZ implement TA capacity building activities by itself when and how public organizations lead capacity building activities by themselves?
E4 states that 'inputs for capacity building are delivered. Knowledge transferred. But organizations are not using the knowledge. TA is there. There are M&E reports, strategies, termination reports, etc. There are trainings. But it is not clear if capacity is built'. D7 states that 'there is capacity building. But no sustainability. When the staff leave, the knowledge leaves as well'. E3 states that 'capacity building effort lacks capacity both on quality and quantity; no invention, no translation to implementation'. My observation from E3 statements is that the organization/institution knowledge is in the mind of employee. When employee left nothing strategic remain for the organization. This raises question of system and sustainability, and the very concept of CB and CD.

Table 4.37: How far DA TA partnership is building capacity

<table>
<thead>
<tr>
<th>Sub Question No</th>
<th>Sub Question Name</th>
<th>Study Group Code</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.9.6</td>
<td>DA TA partnership is building capacity from the perspective of knowledge utilization for strategic planning and strategic leadership practices.</td>
<td>G</td>
<td>1</td>
<td></td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C</td>
<td>3</td>
<td></td>
<td>5</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D</td>
<td>3</td>
<td></td>
<td>4</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E</td>
<td>2</td>
<td></td>
<td>3</td>
<td>40</td>
</tr>
<tr>
<td>Total (study groups)</td>
<td></td>
<td>G+C+D</td>
<td>7</td>
<td></td>
<td>16</td>
<td>30</td>
</tr>
<tr>
<td>Total (study groups and academicians/specialists)</td>
<td></td>
<td>G+C+D+E</td>
<td>9</td>
<td></td>
<td>19</td>
<td>32</td>
</tr>
<tr>
<td>FGD1</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>FGD2</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>FGD1 + FGD2 = FGD</td>
<td></td>
<td></td>
<td>2</td>
<td></td>
<td>31</td>
<td></td>
</tr>
</tbody>
</table>

From Table 4.37 the following observations made:

- FGD1: yes 2, no 5, no vote 1. Overall the group answer is no.
- FGD2: yes 2, no 4. Overall the group answer is no.
- 4 in-depth interview participants do not vote. From these 3 are from group E.
- Significant majority of respondents (> 68%) believe that DA TA partnership is not building capacity from the perspective of knowledge utilization; only 32% believe that it is building capacity from the perspective of knowledge utilization.

### 4.10.4. Knowledge network

The respondents were requested to describe knowledge network situation in public organizations in relation to DA TA. The replies were received as statements as indicated in Table 4.38. Multiple responses are reported as frequency of occurrences.
Table 4.38: DA TA knowledge network situation in public organizations

<table>
<thead>
<tr>
<th>Statements</th>
<th>Number of Occurrences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor knowledge network. Weak knowledge network. Need a lot of effort. The country is not using effectively and efficiently the global knowledge network. I do not know to say that government [public organizations] is networked. No network on DA TA projects and programs. In some places infrastructure is there but platforms are not functional. Leaders who are in the leadership position not involved much in the knowledge network. Leadership is not motivated. Mainly traditional thinking and traditional knowledge use. Do not transfer and use knowledge everywhere. No virtual knowledge use. Employee, individuals participate in knowledge activities but not to capacity institutions. People focus to capacitate himself/herself, not his/her organization. There is also problem of thinking saying that 'the boss is always right'.</td>
<td>16</td>
</tr>
<tr>
<td>Good working network within the government structure from federal, region, zone, to woreda. Accessibility is good. There are good platforms, taskforces in relation to DA TA that would facilitate good knowledge network There is network including internet, websites. There is attitude and interest to use the existing network</td>
<td>7</td>
</tr>
<tr>
<td>Works well when upper manager has influence; projects will have good network, cross cutting issues solved, integration and coordination problems solved</td>
<td>5</td>
</tr>
<tr>
<td>Knowledge network is on average</td>
<td>4</td>
</tr>
<tr>
<td>It is donors who do this. Donors work more on knowledge network.</td>
<td>3</td>
</tr>
<tr>
<td>Weak technology, which makes knowledge access also limited</td>
<td>3</td>
</tr>
<tr>
<td>Long government bureaucracy holds many things</td>
<td>2</td>
</tr>
<tr>
<td>Global network is good. However, only few people in the bureaucracy use it. SMART people use it.</td>
<td>1</td>
</tr>
<tr>
<td>Knowledge network differ from organization to organization, region, woreda etc.</td>
<td>1</td>
</tr>
<tr>
<td>Stakeholders do not read each other. Internal organization politics affects it. Different interests.</td>
<td>1</td>
</tr>
<tr>
<td>Some donor policies, procedures takes time until organizations and experts adopt them.</td>
<td>1</td>
</tr>
<tr>
<td>Sometimes conflict among project managers (PM) and political appoints (organizational leaders). Sometimes PM is assigned politically. Another time doors select PM</td>
<td>1</td>
</tr>
<tr>
<td>You may be considered as unethical person and you feel that you involve on tasks which you should not be involved. No as such encouragement for knowledge network. Organizations are closed system.</td>
<td>1</td>
</tr>
</tbody>
</table>

From Table 4.38 the following observations made:
- Poor knowledge network (16 counts)
- Good knowledge network (7 counts)
- Knowledge network works well when upper manager has influence (5 counts)
- Knowledge network is on average (4 counts)
- It is donors who do this. Donors work more on knowledge network (3 counts)
- Weak technology. That makes knowledge access is limited (3 counts)
• Long government bureaucracy holds many things (2 counts).
• Different responses (6 counts).

4.10.5. Knowledge culture

The respondents were requested to describe knowledge culture situation in public organizations in relation to DA TA partnership and DA TA projects & program environment. The replies were received as statements as indicated in Table 4.39. Multiple responses are reported as frequency of occurrences.

Table 4.39: DA TA knowledge culture situation in public organizations

<table>
<thead>
<tr>
<th>Statements</th>
<th>Number of Occurrences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor/weak knowledge culture. Knowledge is not respected due to poor knowledge culture. Serious knowledge culture problem. Start from new. No question what have been done. No build up effort. Blaming the past without effort to improve it. No system. Knowledge accumulation problem. This can be seen at employee and managers level. When experts and managers leave they just leave. No overlapping system to handover knowledge (overlapping working period of the one who leave and new comer). No knowledge transfer due to absence of overlapping working period. Civil service law does not allow to do so. It does not give emphasize for knowledge. No double payment system to retain knowledge during transition. Needs dynamic movement to make awareness. Always needs effort to have knowledge and to use knowledge properly. This is not the case here. System does not encourage. No culture in transferring knowledge. Knowledge loss. When people who take experience from DA TA leave, there is no institutionalized system to retain the knowledge they acquired. If there was good KM it would contribute for the country vision, memories, targets etc. Money cannot replace knowledge. Unless there is system the money cannot benefit the institution. No system for knowledge accumulation that would speed up the development effort. Stability is critical. Unfavourable knowledge culture. Not as such systemic value for knowledge. No much value for knowledge. Not clear understanding of knowledge. Knowledge is not conceptually well understood. Leadership and management understanding of knowledge is very weak. Studies do not reach to the public and changed to implementation. Limitation on value of knowledge. There has been also problem to give emphasise for the validity of data. The country culture of hierarchy that some people has the knowledge. Poor everywhere, poor knowledge value. The thinking and practice of knowledge culture is very low.</td>
<td>22</td>
</tr>
<tr>
<td>Poor conceptual understanding of knowledge and knowledge utilization. Weakness in recognizing the existing knowledge and it's add value. Poor in sharing existing knowledge. Not much encouraging culture in utilizing knowledge. No effort to accumulate knowledge. The focus is on information. The thinking is knowledge transfer. The thinking is based on information. People considered knowledgeable who has the information. Popular definition of knowledge is information. The focus is on skill i.e. machine operation. The focus is on skill and information. Knowledge is a missed middle. A missed link. Missed component.</td>
<td>9</td>
</tr>
</tbody>
</table>
Knowledge has no place at all. No value for knowledge. Conceptual understanding of knowledge in Ethiopia is not strong. We have to know ourselves regarding KM and knowledge. KM has different perspectives. Academicians, researchers understanding is different. All are valid but there cannot be single definition of knowledge and KM. What we can have is popular definition. We have knowledge value and knowledge conceptualization problem. We have criticizing culture. We do not appreciate the efforts that have been exerted. We go behind and giving names. No as such good value for knowledge. No as such incentive or promotion for knowledge including TA knowledge. No organizational memory. there is attitude problem. The system has problem in knowledge management. System is not encouraged. You get documents from individuals not from institutions. For example, if you ask SARDP work. You may not get people to answer this question. They remember only physical activities. No work no memory. You do not get SARDP book. We do not transfer knowledge and utilize it.

| Knowledge culture is on average. Conceptual understanding on the topic is moderate. But not strategic thinking. It is getting momentum. It is reflected in studies, curriculum, master course etc. | 3 |
| Different working cultures among project counterpart and TA staff. Having different culture and experience is not always easy. Sometimes there is misunderstanding when there is learning gap to understand each other. | 3 |
| TA could have changed the environment. TA has benefit. People need to be open. Open for change. Leadership should do something. There is gap among TA and experts. There is intellectual gap. There is not outright rejection of TA. The good thing can be out useless. There are people who complain consultants. People do not appreciate. There is misunderstanding. Government culture to expatriates, for TA, is a challenge. We are suspicious. We are not open. It affects them. Information exchange is restricted. Interaction depends on personality; there is a problem. | 2 |
| No mechanism to capture lesson learnt. No clarity on TA, no learning and improving, not ready to learn, no principle of learning from failure, no good learning culture, no much reference culture, repeat studies, duplication of effort, no use of knowledge including Ethiopia studies archives, | |
| Employee have awareness and interest for knowledge. We give respect for knowledge and knowledgeable people. But we do not go for knowledge in good order. In the working environment, we do not give much focus for knowledge. For instance, [knowledge] from trainings. Most people focus the incentive such as per diem. | 2 |
| There is no person that hate knowledge. But, knowledge is useful when you use it with knowledge. [Besides], to bring change you need to evaluate the knowledge before you use it. | 1 |
| In most cases there is limitation. Studies are there. But [there is] knowledge culture problem in utilizing them. To mitigate this problem currently we are working on Data Revolution. The idea is there. There has been a lot of data but [it is] associated with quality and validity questions. We had been experienced with misleading data. We were not as such look for validity. This initiative is based on GTP I evaluation. Now we are doing it under GTP II. | 1 |
| Different cultures influence knowledge utilization. You can't implement the same to different regions | 1 |
| There is no merit based competition. We take one part of competency not the whole. We should have considered knowledge, skill, and attitude. The focus seems only on attitude. This does not in line with skilled manpower needs. There is misunderstanding. Misunderstanding of how we conceptualize knowledge. There is weak knowledge value. | 1 |
Knowledge is valued. Knowledge acceptance is high. Knowledge has high value in Ethiopia. The difference is priority.

<table>
<thead>
<tr>
<th>Knowledge culture is good from donors and consultants side</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>In general Ethiopia working culture in project management is not good, bureaucratic and inefficient</td>
<td>1</td>
</tr>
</tbody>
</table>

From Table 4.39 the following observations made:

- Poor/weak knowledge culture. (22 counts)
- Poor conceptual understanding of knowledge and knowledge utilization, poor system on knowledge utilization, poor practice and research on knowledge utilization, priority problem (9 counts).
- Knowledge culture is on average. Conceptual understanding on the topic is moderate. However, it is not based on strategic thinking. It is getting momentum. It is reflected in studies, curriculum, master course (3 counts)
- Different working culture creates misunderstanding (3 counts)
- Lack of trust for TA. Misunderstanding about TA. Value differences about TA (2 counts)
- Learning culture gap. No value and practice for lesson learnt (2 counts).
- Different responses (7 counts)

4.11. DA TA Knowledge Use Partnership Happiness, Development and Business Success

Findings presented below as per Question 2.10 are to establish the degree of perception of working relationships and partnership of public organizations, development consultants, and DA agencies.

This question dealt with to describe:

- Happiness in partnership
- Development and business success

4.11.1. Happiness in partnership

The respondents were requested to indicate which partner is happier/unhappy about DA TA partnership and possible explanations (government, development consultants, and donor agencies). The replies were received as statements as indicated in Table 4.40. Multiple responses are reported as frequency of occurrences.
Table 4.40 How far DA TA partners are happy/unhappy on the partnership

<table>
<thead>
<tr>
<th>Statements</th>
<th>Number of Occurrences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government is happy due to the TA resources and knowledge. Government has gap in TA; government is happy to meet purpose. DA TA government counterparts are happy. Government need TA mainly for the financial aid.</td>
<td>10</td>
</tr>
<tr>
<td>Consultants are happy because they get jobs. Consultants need it for their income. Consultants get benefit. Consultants are happy - when they have ongoing projects.</td>
<td>8</td>
</tr>
<tr>
<td>Donors are happy. Donors become happy when they see results. Donors are happy, donors happy when job is there for consultants, Donors want the capacity of government is built.</td>
<td>8</td>
</tr>
<tr>
<td>All the three partners are happy. If they are not happy there is no partnership. If they are not happy they can't work together. For government projects bring tangible results. They need aid effectiveness and efficiency towards project purpose. For consultants/TA, results are their results as well. Because the work is not routine there is continuous learning. Gives motivation for TA. Companies/firms use good results in their proposals. For donors it is value of money. They get good results. It is government to government (donors) cooperation, joint effort. All happy when there are changes.</td>
<td>8</td>
</tr>
<tr>
<td>Government is not happy. Government is not happy because it is not done as they want. Sometimes it is difficult for government to influence consultants' when consultants are more accountable to donors. Government is not happy because they don't like TA. What government believe is that if donors give the TA money; then it can implement projects and programs by its own using internet resources. Government is not happy because TA creates dependency. Government unlike dependency.</td>
<td>6</td>
</tr>
<tr>
<td>Donors become unhappy when the result is not good. Happy when the government achieve its development goals and objectives. When the government happy on TA; donors would be happy. Donors, partially yes but not sure fully. Donors sometimes become unhappy when the resource is not utilized well.</td>
<td>5</td>
</tr>
<tr>
<td>Consultants are not happy. They will not happy when the government do not utilize TA knowledge well. Consultants are not happy.</td>
<td>4</td>
</tr>
<tr>
<td>Government become unhappy when the result from TA is not good. But, government does not unlike TA.</td>
<td>3</td>
</tr>
<tr>
<td>There are times that all partners become happy.</td>
<td>3</td>
</tr>
<tr>
<td>There are times that all partners become unhappy.</td>
<td>3</td>
</tr>
<tr>
<td>For consultants this is not an issue for them. Consultants do not care. How the consultants become happy when TA knowledge utilized or not utilized?</td>
<td>3</td>
</tr>
<tr>
<td>Government/public organizations and donors are happy.</td>
<td>2</td>
</tr>
<tr>
<td>Knowledge is not a major issue for the government. For donors - they mainly consider themselves as financial institutions. For consultants a question of success is not a major agenda.</td>
<td>1</td>
</tr>
<tr>
<td>National consultants are unhappy. They do not believe that TA contribute the development of the country. They do not think that they have responsibilities. External consultants do not care.</td>
<td>1</td>
</tr>
<tr>
<td>There is misconception of valuating knowledge and knowledgeable. Not much value for national consultants; wrong and misconceived. The thinking is that international consultants have more knowledge.</td>
<td>1</td>
</tr>
<tr>
<td>Government is happier. Development consultants are also happier. Donors less happy but they have to buy</td>
<td>1</td>
</tr>
</tbody>
</table>
All the three are not happy because they do not have common value on the partnership. There is understanding differences on the significance of partnership, value, culture, organizational setting.

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>First donor organizations then government is happy</td>
<td>1</td>
</tr>
<tr>
<td>First donor agencies then development consultants and then government organizations are happy</td>
<td>1</td>
</tr>
<tr>
<td>Donors and consultants are happy.</td>
<td>1</td>
</tr>
<tr>
<td>First government, then donor agencies, then development consultants. Government is happier but may not think strategically. Donor agencies need TA to support for the delivery of strategies. Development consultants they have job with working arrangements. They have also professional pride.</td>
<td>1</td>
</tr>
<tr>
<td>Government may be happy. Donors to achieve food security objectives. There should be win-win solution.</td>
<td>1</td>
</tr>
<tr>
<td>Some government officials are happier due to some resources associated to it; and experts who involve in projects. Other experts are unhappy, due to huge salary differences of counterpart and TA. staff</td>
<td>1</td>
</tr>
</tbody>
</table>

From Table 4.40 the following observations made:

- Government is happy due to the TA resources and knowledge (10 counts)
- Consultants are happy because they get jobs (8 counts)
- Donors are happy. Donors become happy when they see results. Happy when the government achieve its development goals and objectives (8 counts)
- All partners (government, consultants, donors) are happy (8 counts)
- Government is not happy (6 counts)
- Donors become unhappy when the result is not good (5 counts)
- Consultants are not happy, and they will not happy when the government do not utilize TA knowledge well (4 counts)
- Government become unhappy when the result from TA is not good. But, government does not unlike TA (3 counts).
- There are times that all partners become happy (3 counts)
- There are times that all partners become unhappy (3 counts)
- For consultants this is not an issue for them. Consultants doesn't care (3 counts)
- Government/public organizations and donors are happy (2 counts)
- different responses (11 counts)
4.11.2. Development and business success

Table 4.41: How far DA TA knowledge utilization is a success for public organizations

<table>
<thead>
<tr>
<th>Sub Question No</th>
<th>Sub Question Name</th>
<th>Study Group Code</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.10.1</td>
<td>Effective, efficient, and sustainable DA TA knowledge utilization by government organizations for their strategic planning and strategic leadership practices can be considered as public organizations development success.</td>
<td>G                7</td>
<td>1</td>
<td>88</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C                8</td>
<td></td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>D    7</td>
<td>1</td>
<td>88</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>E    7</td>
<td></td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total (study groups)</td>
<td>G+C+D 22</td>
<td>2</td>
<td>92</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total (study groups and academicians/specialists)</td>
<td>G+C+D+E 29</td>
<td>2</td>
<td>94</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FGD1</td>
<td>1</td>
<td></td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FGD2</td>
<td>1</td>
<td></td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FGD1 + FGD2 = FGD</td>
<td>2</td>
<td></td>
<td>100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From Table 4.41 the following observations made:

- 1 in-depth interview participant does not vote
- Significant majority of respondents (> 94%) strongly believe that effective, efficient, and sustainable DA TA knowledge utilization by government organization for their strategic planning and strategic leadership practices can be considered as public organizations development success.

Table 4.42: How far DA TA knowledge utilization is a business success for development consultants

<table>
<thead>
<tr>
<th>Sub Question No</th>
<th>Sub Question Name</th>
<th>Study Group Code</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.10.2</td>
<td>Effective, efficient, and sustainable DA TA knowledge utilization by government organization for their strategic planning and strategic leadership practices can be considered as a business success for development consulting firms and development consultants.</td>
<td>G    7</td>
<td></td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C                8</td>
<td></td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>D    7</td>
<td></td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>E    3</td>
<td>1</td>
<td>75</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total (study groups)</td>
<td>G+C+D 22</td>
<td></td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total (study groups and academicians/specialists)</td>
<td>G+C+D+E 25</td>
<td>1</td>
<td>96</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FGD1</td>
<td>1</td>
<td></td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FGD2</td>
<td>1</td>
<td></td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FGD1 + FGD2 = FGD</td>
<td>2</td>
<td></td>
<td>100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From Table 4.42 the following observations made:

- 6 in-depth interview participants do not vote. From these 4 are from expert group.
• Significant majority of respondents (> 96%) strongly believe that effective, efficient, and sustainable DA TA knowledge utilization by government organization for their strategic planning and strategic leadership practices can be considered as a business success for development consulting firms and development consultants.

Table 4.43: How far DA TA knowledge utilization is a success for donor agencies

<table>
<thead>
<tr>
<th>Sub Question No</th>
<th>Sub Question Name</th>
<th>Study Group Code</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.10.3</td>
<td>Effective, efficient, and sustainable DA TA knowledge utilization by government organization for their strategic planning and strategic leadership practices can be considered as a development aid agencies (donors) success.</td>
<td>G</td>
<td>8</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C</td>
<td>7</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>D</td>
<td>8</td>
<td>100</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>E</td>
<td>4</td>
<td>2</td>
<td>67</td>
<td></td>
</tr>
<tr>
<td>Total (study groups)</td>
<td></td>
<td>G+C+D</td>
<td>23</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total (study groups and academicians/specialists)</td>
<td></td>
<td>G+C+D+E</td>
<td>27</td>
<td>93</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>FGD1</td>
<td></td>
<td>1</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FGD2</td>
<td></td>
<td>1</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FGD1 + FGD2 = FGD</td>
<td></td>
<td>2</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From Table 4.43 the following observations made:
• 3 in-depth interview participants do not vote
• Significant majority of respondents (> 93%) believe that effective, efficient, and sustainable DA TA knowledge utilization by government organization for their strategic planning and strategic leadership practices can be considered as a development aid agencies (donors) success.

Table 4.44: Extent of successfulness of DA TA partnership and cooperation in strategic and wise use of knowledge

<table>
<thead>
<tr>
<th>Sub Question No</th>
<th>Sub Question Name</th>
<th>Study Group Code</th>
<th>Good Above average</th>
<th>Average</th>
<th>Below Average</th>
<th>Poor</th>
<th>Median</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.10.4</td>
<td>Extent of successfulness of DA TA partnership and cooperation in strategic and wise use of knowledge.</td>
<td>G</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>20</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>50</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>D</td>
<td>2</td>
<td>6</td>
<td></td>
<td>40</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>E</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>40</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Total (study groups)</td>
<td></td>
<td>G+C+D</td>
<td>8</td>
<td>10</td>
<td>5</td>
<td>40</td>
<td>43</td>
<td></td>
</tr>
<tr>
<td>Total (study groups and academicians/specialists)</td>
<td></td>
<td>G+C+D+E</td>
<td>10</td>
<td>14</td>
<td>7</td>
<td>40</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>FGD1</td>
<td></td>
<td>1</td>
<td></td>
<td>40</td>
<td>38</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FGD2</td>
<td></td>
<td>1</td>
<td></td>
<td>20</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FGD1 + FGD2 = FGD</td>
<td></td>
<td>1</td>
<td></td>
<td>30</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
From Table 4.44 the following observations made:

- 1 in-depth interview participant do not vote
- FGD1: below average 7, poor 1. Overall, the group answer is below average.
- Significant majority of respondents believe that the successfulness of DA TA partnership and cooperation in strategic and wise use of knowledge is limited.


Findings presented below as per Questions 3.11, 3.12, 3.13 are to understand the extent at which public organizations, development consultants, and DA agencies consider that knowledge is utilized for strategic planning and strategic leadership practices by public organizations in effective, efficient, and sustainable manner.

These questions dealt with to assess:

- effective use of DA TA knowledge
- efficient use of DA TA knowledge
- sustainable use of DA TA knowledge

4.12.1. Effective use of DA TA knowledge

Table 4.45: How far DA TA knowledge is utilized effectively

<table>
<thead>
<tr>
<th>Sub Question No</th>
<th>Sub Question Name</th>
<th>Study Group Code</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.11.1</td>
<td>DA TA knowledge is utilized by public organizations for strategic planning and strategic leadership practices in effective way.</td>
<td>G</td>
<td>2</td>
<td>6</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C</td>
<td>3</td>
<td>5</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>D</td>
<td>1</td>
<td>5</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>E</td>
<td>1</td>
<td>6</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total (study groups)</td>
<td>G+C+D</td>
<td>6</td>
<td>16</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total (study groups and academicians/specialists)</td>
<td>G+C+D+E</td>
<td>7</td>
<td>22</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FGD1</td>
<td></td>
<td>1</td>
<td>00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FGD2</td>
<td></td>
<td>1</td>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FGD1 + FGD2 = FGD</td>
<td></td>
<td>2</td>
<td>07</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From Table 4.45 the following observations made:

- FGD2: yes 1, no 5. Overall the group answer is no.
- 3 in-depth interview participants do not vote
- Significant majority of respondents (study group 73%, study group and experts 76%, FGD 93%) strongly believe that TA knowledge utilization by public organizations for strategic
planning and strategic leadership practices is not in effective way; only 27% of study group and 24 % who believe that it is use in effective way.

Table 4.46 Extent of effectiveness in DA TA knowledge utilization

<table>
<thead>
<tr>
<th>Sub Question No</th>
<th>Sub Question Name</th>
<th>Study Group Code</th>
<th>Good</th>
<th>Above average</th>
<th>Average</th>
<th>Below Average</th>
<th>Poor</th>
<th>Median</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.11.2</td>
<td>Extent of effectiveness of DA TA knowledge utilization by public organizations for strategic planning and strategic leadership practices.</td>
<td>G</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>40</td>
<td>43</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>40</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>40</td>
<td>47</td>
</tr>
<tr>
<td>Total (study groups)</td>
<td></td>
<td>G+C+D</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>9</td>
<td>5</td>
<td>40</td>
<td>47</td>
</tr>
<tr>
<td>Total (study groups and academicians/specialists)</td>
<td></td>
<td>G+C+D+E</td>
<td>1</td>
<td>2</td>
<td>7</td>
<td>13</td>
<td>7</td>
<td>40</td>
<td>45</td>
</tr>
<tr>
<td>FGD1</td>
<td></td>
<td></td>
<td>1</td>
<td>40</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FGD2</td>
<td></td>
<td></td>
<td>1</td>
<td>20</td>
<td>28</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FGD1 + FGD2 = FGD</td>
<td></td>
<td></td>
<td>1</td>
<td>30</td>
<td>35</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From Table 4.46 the following observations made:

- FGD1: average 2, below average 4, poor 2. Overall, the group answer is below average.
- FGD2: average 1, poor 4, no vote 1. Overall, the group answer is poor.
- 2 in-depth interview participants do not vote
- Significant majority of respondents strongly believe that TA knowledge utilization by public organizations for strategic planning and strategic leadership practices is not effective. Only minority respondents believe that the use is effective.

4.12.2. Efficient use of DA TA knowledge

Table 4.47: How far DA TA knowledge is utilized efficiently

<table>
<thead>
<tr>
<th>Sub Question No</th>
<th>Sub Question Name</th>
<th>Study Group Code</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.12.1</td>
<td>DA TA knowledge is utilized by public organizations for strategic planning and strategic leadership practices in efficient way.</td>
<td>G</td>
<td>2</td>
<td>5</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C</td>
<td>1</td>
<td>7</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>D</td>
<td>2</td>
<td>5</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>E</td>
<td>1</td>
<td>6</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Total (study groups)</td>
<td></td>
<td>G+C+D</td>
<td>5</td>
<td>17</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Total (study groups and academicians/specialists)</td>
<td></td>
<td>G+C+D+E</td>
<td>6</td>
<td>23</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>FGD1</td>
<td></td>
<td></td>
<td>1</td>
<td>00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FGD2</td>
<td></td>
<td></td>
<td>1</td>
<td>00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FGD1 + FGD2 = FGD</td>
<td></td>
<td></td>
<td>2</td>
<td>00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
From Table 4.47 the following observations made:

- 3 in-depth interview participants do not vote
- Significant majority of respondents (study group 77%, study group and academician/specialists 79%, FGD 100%) strongly believe that TA knowledge utilization by public organizations for strategic planning and strategic leadership practices is not in efficient way. Only 27% of study group and 21% study group and academician/specialists who believe that it is use in efficient way.

Table 4.48: Extent of efficiency in DA TA knowledge utilization

<table>
<thead>
<tr>
<th>Sub Question No</th>
<th>Sub Question Name</th>
<th>Study Group Code</th>
<th>Good</th>
<th>Above average</th>
<th>Average</th>
<th>Below Average</th>
<th>Poor</th>
<th>Median</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.12.2</td>
<td>Extent of efficiency of DA TA knowledge utilization by public organizations for strategic planning and strategic leadership practices.</td>
<td></td>
<td>G</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>40</td>
<td>43</td>
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<tr>
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<td>C</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>1</td>
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<td>48</td>
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<td>D</td>
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<td></td>
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<td></td>
<td>E</td>
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<td>4</td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>Total (study groups)</td>
<td>G+C+D</td>
<td>3</td>
<td>4</td>
<td>11</td>
<td>4</td>
<td>40</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total (study groups and academicians/specialists)</td>
<td>G+C+D+E</td>
<td>3</td>
<td>6</td>
<td>15</td>
<td>6</td>
<td>40</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FGD1</td>
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<td>1</td>
<td></td>
<td></td>
<td></td>
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<td>FGD2</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>20</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FGD1 + FGD2 = FGD</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>40</td>
<td>40</td>
</tr>
</tbody>
</table>

From Table 4.48 the following observations made:

- FGD1: average 2, below average 6. Overall the group answer is below average
- FGD2: average 2, poor 4. Overall, the group answer is poor.
- 2 in-depth interview participants do not vote
- Significant majority of respondents strongly believe that TA knowledge utilization by public organizations for strategic planning and strategic leadership practices is not efficient. Only minority respondents believe that the use is efficient.
4.12.3. Sustainable use of DA TA knowledge

Table 4.49: How far DA TA knowledge is utilized in sustainable way

<table>
<thead>
<tr>
<th>Sub Question No</th>
<th>Sub Question Name</th>
<th>Study Group Code</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.13.1</td>
<td>DA TA knowledge is utilized by public organizations for strategic planning and strategic leadership practices in sustainable way.</td>
<td>G</td>
<td>7</td>
<td>00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C</td>
<td>7</td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>D</td>
<td>6</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>E</td>
<td>8</td>
<td>00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total (study groups)</td>
<td>G+C+D</td>
<td>20</td>
<td>09</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total (study groups and academicians/specialists)</td>
<td>G+C+D+E</td>
<td>28</td>
<td>07</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FGD1</td>
<td></td>
<td>1</td>
<td>00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FGD2</td>
<td></td>
<td>1</td>
<td>00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FGD1 + FGD2 = FGD</td>
<td></td>
<td>2</td>
<td>00</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From Table 4.49 the following observations made:

- 2 in-depth interview participants do not vote
- Significant majority of respondents (study group 91%, Group E 100%, study group and academicians/specialists 93%, FGD 100%) strongly believe that TA knowledge utilization by public organizations for strategic planning and strategic leadership practices is not in sustainable way. Only 09% of study group, 00 % of Group E, 07% of study group and academicians/specialists, and 00% FGD respondents believe that it is used sustainable way.

Table 4.50: Extent of sustainable DA TA knowledge use

<table>
<thead>
<tr>
<th>Sub Question No</th>
<th>Sub Question Name</th>
<th>Study Group Code</th>
<th>Good Above average</th>
<th>Average</th>
<th>Below Average</th>
<th>Poor</th>
<th>Median</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.13.2</td>
<td>Extent of sustainability of DA TA knowledge utilization by public organizations for strategic planning and strategic leadership practices.</td>
<td>G</td>
<td>4</td>
<td>30</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C</td>
<td>4</td>
<td>40</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>D</td>
<td>6</td>
<td>40</td>
<td>46</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>E</td>
<td>5</td>
<td>30</td>
<td>33</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total (study groups)</td>
<td>G+C+D</td>
<td>14</td>
<td>7</td>
<td>38</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total (study groups and academicians/specialists)</td>
<td>G+C+D+E</td>
<td>19</td>
<td>10</td>
<td>37</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FGD1</td>
<td></td>
<td>1</td>
<td>40</td>
<td>33</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FGD2</td>
<td></td>
<td>1</td>
<td>40</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FGD1 + FGD2 = FGD</td>
<td></td>
<td>2</td>
<td>40</td>
<td>36</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From Table 4.50 the following observations made:

- FGD1: below average 5, poor 3. Overall, the group answer is below average.
- FGD2: average 2, below average 2, poor 2. Overall, the group answer is below average.
• 1 in-depth interview participant does not vote
• Significant majority of respondents strongly believe that TA knowledge utilization by public organizations for strategic planning and strategic leadership practices is not sustainable. Only minority of respondents believe that the use is sustainable.

4.13. Strategic Opportunities to Utilize DA TA Knowledge

Findings presented below as per Question 3.14 are to identify strategy opportunities available to Ethiopian public organizations in order to utilize knowledge effectively, efficiently, and sustainably.

This question dealt with to identify:

• Strategic opportunities available in the 21st century to utilize knowledge effectively, efficiently, and sustainably.

4.13.1. Strategic opportunities available in the 21st century to utilize knowledge effectively, efficiently, and sustainably.

Table 4.51 Perception on the availability of strategic opportunities to utilize DA TA knowledge

<table>
<thead>
<tr>
<th>Sub Question No</th>
<th>Sub Question Name</th>
<th>Study Group Code</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.14.1</td>
<td>There are strategic opportunities available to Ethiopian public organizations in order to utilize DA TA knowledge effectively, efficiently, and sustainably.</td>
<td>G</td>
<td>8</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C</td>
<td>8</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>D</td>
<td>8</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>E</td>
<td>8</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total (study groups)</td>
<td>G+C+D</td>
<td>24</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total (study groups and academicians/specialists)</td>
<td>G+C+D+E</td>
<td>32</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FGD1</td>
<td>G+C+D+E</td>
<td>32</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FGD1</td>
<td>G+C+D+E</td>
<td>32</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FGD1 + FGD2 = FGD</td>
<td>G+C+D+E</td>
<td>32</td>
<td>100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From Table 4.51 the following observations made:

• All respondents (100%) strongly believe that there are strategic opportunities available to Ethiopian public organizations in order to utilize DA TA knowledge effectively, efficiently, and sustainably.
The respondents were requested to list strategic opportunities available in the 21st century to utilize knowledge effectively, efficiently, and sustainably. The replies were received as statements as indicated in Table 4.52. Multiple responses are reported as frequency of occurrences.

Table 4.52: Strategic opportunities available in the 21st century to utilize DA TA knowledge effectively, efficiently, and sustainably

<table>
<thead>
<tr>
<th>Strategic Opportunities</th>
<th>Number of Occurrences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to new technology, information technology, cadastre technology, innovations.</td>
<td>11</td>
</tr>
<tr>
<td>Technical developments to monitor ongoing development efforts. Technology is helping</td>
<td></td>
</tr>
<tr>
<td>to have excellent and efficient work environments, and internet based knowledge.</td>
<td></td>
</tr>
<tr>
<td>Learning phase shorten. Adoption and customization of the existing technology and</td>
<td></td>
</tr>
<tr>
<td>knowledge [exist] somewhere in the world. Technology growth. Digital economy - by</td>
<td></td>
</tr>
<tr>
<td>utilizing knowledge. Information systems. Everyone is around. World situation, access</td>
<td></td>
</tr>
<tr>
<td>to new innovation, theories, best practices, new initiatives. For example CRGE.</td>
<td></td>
</tr>
<tr>
<td>Globalization, market accessibility, open world, world computation encourages to think</td>
<td></td>
</tr>
<tr>
<td>strategically. Existing donors. Donors are accessible to provide TA. Donors consider</td>
<td></td>
</tr>
<tr>
<td>Ethiopia as their potential market. Donors want to create business linkage. The country</td>
<td></td>
</tr>
<tr>
<td>can get many partners (donors and consultants). Globalization impact to knowledge</td>
<td>9</td>
</tr>
<tr>
<td>society. Knowledge economy</td>
<td></td>
</tr>
<tr>
<td>Information sharing, experience sharing from best practices, different studies by</td>
<td></td>
</tr>
<tr>
<td>different organizations and individuals. Availability of knowledge. The time seems</td>
<td></td>
</tr>
<tr>
<td>ripple. There are many things to utilize KM potential. KM helps to avoid repetitive</td>
<td>8</td>
</tr>
<tr>
<td>mistakes. Solves accessibility problem. KM can insight what has been done by TA.</td>
<td></td>
</tr>
<tr>
<td>Possible to realize knowledge. Indigenous knowledge potential.</td>
<td></td>
</tr>
<tr>
<td>Ethiopia regional influence. Geopolitical location, country well situated, government</td>
<td></td>
</tr>
<tr>
<td>and development partners commitment. Existence of support from different donors or</td>
<td>6</td>
</tr>
<tr>
<td>voluntary organizations are bringing different partners. Foreign Direct Investment</td>
<td></td>
</tr>
<tr>
<td>(FDI) to Ethiopia</td>
<td></td>
</tr>
<tr>
<td>Diversity of the country. Infrastructure can be mobilized. Expansion of universities</td>
<td></td>
</tr>
<tr>
<td>in the county. Public staff from federal to Kebele, structure up to Kebele level.</td>
<td>5</td>
</tr>
<tr>
<td>Professional networks, think thank sources. Government can establish think thank</td>
<td></td>
</tr>
<tr>
<td>group. There are many actors who work on KM. Growing attention - different platforms.</td>
<td>5</td>
</tr>
<tr>
<td>Connecting capacities if different people cooperate.</td>
<td></td>
</tr>
<tr>
<td>The country is led by 5 years strategic plan. GTP II. Policy, political commitment.</td>
<td>5</td>
</tr>
<tr>
<td>Development of appropriate leadership and management. Strategic thinking. Strategic</td>
<td></td>
</tr>
<tr>
<td>plan evaluation. Good input for DA TA.</td>
<td></td>
</tr>
<tr>
<td>If good working environment there is capacity for change. If CB such as training</td>
<td>3</td>
</tr>
<tr>
<td>given for concerned experts, there is potential. If leadership accept change, leave</td>
<td></td>
</tr>
<tr>
<td>some of their interest and benefits, lead strategically; yes leaders can influence</td>
<td></td>
</tr>
<tr>
<td>experts and bring change</td>
<td></td>
</tr>
<tr>
<td>There is demand. There is gap. There is a need [of knowledge. TA is used as gap</td>
<td>3</td>
</tr>
<tr>
<td>filling. Knowledge need The country appreciate knowledge. Knowledge is not</td>
<td></td>
</tr>
<tr>
<td>discouraged as an asset. Everybody wants.</td>
<td></td>
</tr>
</tbody>
</table>
Example Ethiopia families give high focus for their children education.

Analysis in every organizations

| Theory of change                              | 1 |
| Good example from other countries to adopt    | 1 |
| If government coordinate all the DATA input  | 1 |
| Training for trainers                         | 1 |
| The world is focusing on education. In 2030, to be part of prosperous countries. Ethiopia is one of the selected countries. The project called The Learning Generation. Many promises are there.. | 1 |
| The country is not using opportunities. You have to find and use them. | 1 |

From Table 4.52 the following observations made:

- Access to new technology, information technology, innovation, theories, best practices, new initiatives, and internet based knowledge, adoption and customization, digital economy (11 counts).
- Globalization, market accessibility, open world, existing donors (9 counts)
- Availability of information and knowledge. KM potential. Indigenous knowledge (8 counts).
- Ethiopia regional influence and geopolitical location. Government and development partners commitment. Existence of support from different donors or voluntary organizations are bringing different partners. FDI to Ethiopia (6 counts)
- Diversity of the country. Infrastructure can be mobilized. Expansion of universities in the county (5 counts)
- Professional networks, think thank sources. Government can establish think thank group (5 counts)
- The country is led by 5 years strategic plan. GTP II. Strategic thinking (5 counts)
- If good working environment there is capacity for change (3 counts)
- Knowledge need, knowledge demand (3 counts)
- Different responses (7 counts)

The respondents were requested to consider which environmental forces would facilitate better the utilization of DA TA knowledge in effective, efficient, and sustainable manner. The replies were received as words/phrases/statements as indicated in Table 4.53. Multiple responses are reported as frequency of occurrences.
Table 4.53: Environmental forces for good use of DA TA knowledge

<table>
<thead>
<tr>
<th>Environmental Forces</th>
<th>Number of Occurrences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technological</td>
<td>31</td>
</tr>
<tr>
<td>Economical</td>
<td>30</td>
</tr>
<tr>
<td>Political</td>
<td>27</td>
</tr>
<tr>
<td>Environmental</td>
<td>26</td>
</tr>
<tr>
<td>Socio-cultural</td>
<td>25</td>
</tr>
<tr>
<td>Legal</td>
<td>22</td>
</tr>
<tr>
<td>Economic due to global game</td>
<td>2</td>
</tr>
<tr>
<td>Economical to expand business, technology for market/to sell, environmental due to international movements</td>
<td>2</td>
</tr>
<tr>
<td>Economic - there is pressure for aid money</td>
<td>1</td>
</tr>
<tr>
<td>Political due to world interest</td>
<td>1</td>
</tr>
<tr>
<td>There is technology gap</td>
<td>1</td>
</tr>
<tr>
<td>International environmental agreements</td>
<td>1</td>
</tr>
<tr>
<td>World politics is number one i.e. UK exit from Europe, America politics - Mr Trump presidency. The next is economical, then environmental, socio-cultural, technological, and legal respectively from high to low impact</td>
<td>1</td>
</tr>
<tr>
<td>The main reason is lack of competition and appreciation</td>
<td>1</td>
</tr>
<tr>
<td>Culture (knowledge hording)</td>
<td>1</td>
</tr>
<tr>
<td>Legal is not clear</td>
<td>1</td>
</tr>
<tr>
<td>Paris declaration, aid effectiveness but is not legal document, no accountability.</td>
<td>1</td>
</tr>
</tbody>
</table>

From Table 4.53 the following observations made:

- Respondents believe that all environmental forces would facilitate better the utilization of DA TA knowledge in effective, efficient, and sustainable manner. The influence power from high to low are technological, economic, political, environmental, socio-cultural, and legal.


Findings presented below as per Question 3.15 are to identify strategy challenges faced by Ethiopian public organizations in order to utilize knowledge effectively, efficiently, and sustainably. Question 3.15 was aimed at providing data to address this issue.

This question dealt with to identify:

- Strategic challenges to utilize knowledge effectively, efficiently, and sustainably.
4.14.1. Strategic challenges to utilize knowledge effectively, efficiently, and sustainably

Table 4.54 Perception on strategic challenges in DA TA knowledge utilization

<table>
<thead>
<tr>
<th>Sub Question No</th>
<th>Sub Question Name</th>
<th>Study Group Code</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.15.1</td>
<td>There are strategic challenges faced by Ethiopian public organizations in order</td>
<td>G</td>
<td>8</td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td></td>
<td>to utilize DA TA knowledge effectively, efficiently, and sustainably.</td>
<td>C</td>
<td>8</td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>D</td>
<td>8</td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>E</td>
<td>8</td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total (study groups)</td>
<td>G+C+D</td>
<td>24</td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total (study groups and academicians/specialists)</td>
<td>G+C+D+E</td>
<td>32</td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FGD1</td>
<td></td>
<td>1</td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FGD2</td>
<td></td>
<td>1</td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FGD1 + FGD2 = FGD</td>
<td></td>
<td>2</td>
<td></td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

From Table 4.54 the following observations made:

- All respondents (100%) strongly believe that there are strategic challenges faced by Ethiopian public organizations in order to utilize DA TA knowledge effectively, efficiently, and sustainably.

The respondents were requested to list strategic challenges to utilize DA TA knowledge effectively, efficiently, and sustainably. The replies were received as statements as indicated in Table 4.55. Multiple responses are reported as frequency of occurrences.

Table 4.55: List of strategic challenges to utilize DA TA knowledge effectively, efficiently, and sustainably

<table>
<thead>
<tr>
<th>Strategic Challenges</th>
<th>Number of Occurrences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of system. No KM system in the country. Systems problem. Sustainability cannot be</td>
<td></td>
</tr>
<tr>
<td>guaranteed. High staff turnover. Employee leave organization or departments. Not</td>
<td></td>
</tr>
<tr>
<td>institutionalized. This result in capacity gap. Strategy problem. Strategic priority</td>
<td></td>
</tr>
<tr>
<td>gap. No KM strategy. Knowledge management needs policy, strategy, human resource</td>
<td></td>
</tr>
<tr>
<td>management, and sustainable plan. No enabling environment to implement what we know.</td>
<td></td>
</tr>
<tr>
<td>Fatigue, bureaucracy, structure does not allow you to do, structural rigidity,</td>
<td></td>
</tr>
<tr>
<td>Financial and physical resources limitation (sustainability problem), trained people</td>
<td></td>
</tr>
<tr>
<td>do not share their knowledge. No career structure for KM. Lack of participation.</td>
<td></td>
</tr>
<tr>
<td>Difficult to maintain human resources, high turnover, fragility, unplanned and</td>
<td></td>
</tr>
<tr>
<td>unmanaged human resource. High staff turnover. To build capacity knowledge should be</td>
<td></td>
</tr>
<tr>
<td>transferred on daily bases. But the knowledge should be utilized. Sustainable work is</td>
<td></td>
</tr>
<tr>
<td>too little. But the capacity is not there to retain sustainability. TA does not stay</td>
<td></td>
</tr>
<tr>
<td>long. Only few TA stay long.</td>
<td>24</td>
</tr>
</tbody>
</table>
Partnership gap. Donors think that public organizations staff have no capacity (do not have knowledge). Donor driven TA, donors want to play leading role. Lack of understanding of the mechanism of collaboration. There is no consistency by donors; there is egoism, centrality, and selfishness. Self - pertaining cycle: this should not depend on always on consultants. Partnership has gap. The focus is in finance. The share of TA compare to development aid is limited. Considered as secondary resource. Some TA have low capacity; they come to learn, we built their capacity but they do not recognize that. TA does not get attention and focus. Government and donors conflict of interest. Problem on good partnership. Management style of donors is not good like the government

Gap in leadership. Unfavourable leadership style, unfavourable management style. Leadership commitment problem. Office politics, lack of open system. Difficult to influence management and leadership but we live to survive as an employee. Leaders do not decide on time. Long decision making. Lack of respect among ministerial, bureau, directorate, and employee. Not strategic decision making process. Central decision tendencies, orientation, and practices are bringing flexibility problems. The country focus on operational issues. Gap in understanding of planning and implementation. There is accountability problem. Pressing goal condition are so fast. No one seems challenging this. They just trust and accept what is common.

Technology problem. Internet problem, it is inefficient, less accessible. Expensive technology. We are not using good model. Restriction of information. You can't get information as you want. Technology flexibility problem; needs updating and new updated capacity. When the consultant leave, public organizations may not follow the technology, update, and use it. Absence of technology. Capacity gap to use technology. Technology is limited. It is limiting effective, efficient, and sustainable KM. Maintenance problem of existing infrastructures, services, systems, hardware, and software.


Capacity problem. Need capacity to manage TA staff. There are no adequate qualified (talented) human resources. Capacity gap of leaders/managers. No capacity to utilize TA knowledge. Top leadership has not clear attitude on TA. They do not see it as opportunity; this hinders its utilization. Capacity gap by leaders, managers, and experts in understanding SPM, EPM, project management. Human resources do not have capacity to tackle TA related issues. Not enough capacity to absorb TA input. Donors has not consistent focus to build capacity for long term. Their focus is fragmented. Sometimes on agriculture, another time on water, climate change etc. Counterparts do not have capacity to acquire, retain, and understand knowledge from TA. They do not have enough knowledge. Counterparts are assigned not based on competency and capacity. The right person is not assigned

Resource limitation. DA financial problem due to emerging global issues. Slowdown economy in developed world. Resource problem to maintain the existing knowledge. Concern of sustainability in financial flow. Some donors are decreasing their staff due to financial problems. This leads decrease in TA staff which in turn would result in capacity gap in government organizations. Due to different financial situations in Europe, there is DA cut. Not enough money to use the capacity built. Organizational financial
constraint, lack of resources. Climate change driving resources. Crises are limiting funding.

| Ambition targets. Target oriented approach. Not learning from processes - how we achieve the target? |
| Focus only quantitative data. Not focus on qualitative learning. |
| Documentation culture is not good even from donor side. Awareness gap. Mixing information, database, with knowledge. You have information does not mean you have knowledge. |
| Structure is not flat, so bureaucratic |
| Lack of infrastructure |
| Economy challenges |
| Education gap |
| Political problem |
| Ideology challenges |
| Disasters, natural catastrophic, resource and attention shift for immediate disaster problems [ZEMECHA – in Amharic]. |
| Lack of platforms to monitor development |
| False figures |
| Lack of regulations and control in KM. The knowledge need to be regulated and control otherwise you are buying the refurbish that poor country cannot afford. |
| Huge population growth. The same resources to feed 100 million people. I do not understand what is going on the family panning |
| Out migration of talent (knowledgeable and skilled manpower) |

From Table 4.55 the following observations made:

- Partnership gap in understanding, gap in valuing partnership, and partnership practice differences (13 counts).
- Leadership gap. Unfavourable leadership style. Unfavourable management style. Leadership commitment problem (11 counts)
- Technology problem. Absence of technology. Capacity gap to use technology. Internet problem. Inefficient, less accessible, expensive internet technology. Technology is limited. Technology problem is limiting effective, efficient, and sustainable KM (10 counts)
- Institutional capacity gap including having good talent and functional human resource. Capacity building effort is not systemic and sustainable (8 counts).
• Resource limitation. World changes. Emerging global issues. Slowdown of economy in developed world (8 counts)
• Ambitious targets (2 counts)
• Documentation culture is not good even from donor side. Awareness gap. Mixing information, database, with knowledge (2 counts).
• Different responses (11 counts)

Table 4.56: DA TA challenges in knowledge utilization versus development partners weakness

<table>
<thead>
<tr>
<th>Sub Question No</th>
<th>Sub Question Name</th>
<th>Study Group Code</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.15.2</td>
<td>Strategic challenges of knowledge use are related/associated to government organizations, development consultants, and donor agencies weakness in strategic and wise use of DA TA knowledge.</td>
<td>G</td>
<td>8</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C</td>
<td>8</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>D</td>
<td>7</td>
<td>88</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>E</td>
<td>8</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total (study groups)</td>
<td>G+C+D</td>
<td>23</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total (study groups and academicians/specialists)</td>
<td>G+C+D+E</td>
<td>31</td>
<td>1</td>
<td>97</td>
<td></td>
</tr>
<tr>
<td>FGD1</td>
<td></td>
<td>1</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FGD2</td>
<td></td>
<td>1</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FGD1 + FGD2 = FGD</td>
<td></td>
<td>2</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From Table 4.56 the following observations made:
• Significant majority of respondents (> 97%) strongly believe that strategic challenges of knowledge use are related/associated to government organizations, development consultants, and donor agencies weakness in strategic and wise use of DA TA knowledge.

The respondents were requested to consider potential strategic challenges to utilize DA TA knowledge effectively, efficiently, and sustainably. The replies were received as statements as indicated in Table 4.57. Multiple responses are reported as frequency of occurrences.

Table 4.57: Potential strategic challenges to utilize DA TA knowledge

<table>
<thead>
<tr>
<th>Potential Strategic Challenges</th>
<th>Number of Occurrences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness gap</td>
<td>30</td>
</tr>
<tr>
<td>Lack of systems</td>
<td>28</td>
</tr>
<tr>
<td>Competency and capacity gap</td>
<td>28</td>
</tr>
<tr>
<td>Technology availability and accessibility</td>
<td>27</td>
</tr>
<tr>
<td>Inappropriate management style</td>
<td>26</td>
</tr>
<tr>
<td>Strategy (lack of strategy based on KM policy direction)</td>
<td>24</td>
</tr>
</tbody>
</table>
Resource limitation (the problem is still big. Lack of infrastructure, lack of service to enable effective use of knowledge).

<table>
<thead>
<tr>
<th>Structure (top down structure, directive, learning would come from bottom up, KM positions)</th>
<th>22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culture gap (gap in conceptual understanding, knowledge value, way of working, trust, secrecy, expatriate culture, national culture)</td>
<td>19</td>
</tr>
<tr>
<td>Resource limitation in minor scale, Resource limitation sometimes but is not a major issue. Sometimes resource limitation for training. Resource partitioning gap</td>
<td>3</td>
</tr>
<tr>
<td>TA country of origin and host country culture gap</td>
<td>3</td>
</tr>
<tr>
<td>Capacity and competency gap on the side of consultants. Their recommendations have not depth.</td>
<td>1</td>
</tr>
<tr>
<td>There is no culture to transfer what the employee knows</td>
<td>1</td>
</tr>
<tr>
<td>Technology (example MIS database).</td>
<td>1</td>
</tr>
</tbody>
</table>

From Table 4.57 the following observations made:

- Respondents consider the following potential strategic challenges to utilize DA TA knowledge effectively, efficiently, and sustainably. These are, from high effect to low effect; awareness gap, lack of system, competency and capacity gap, technology availability and accessibility, inappropriate management style, gap in strategy, resource limitation, structure, and culture gap.

The respondents were asked that who should take the major/lion share (government/public organizations, development consultants, donor agencies) to lead in tackling DA TA knowledge use challenges. The replies were received as words/phrases/statements as indicated in Table 4.58. Multiple responses are reported as frequency of occurrences.

Table 4.58: DA TA challenges versus development partners responsibility

<table>
<thead>
<tr>
<th>Words/Phrases/Statements</th>
<th>Number of Occurrences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>28</td>
</tr>
<tr>
<td>Government is the owner. Government should have system.</td>
<td>2</td>
</tr>
<tr>
<td>More government then consultant, and then donors.</td>
<td>2</td>
</tr>
</tbody>
</table>

From Table 4.58 the following observations made:

- Almost all respondents believe that government/public organizations should lead the process of tackling DA TA knowledge use challenges.
The respondents were asked that from government organizations who should take the major/lion share (leadership/senior officials, management, and employee) to lead in tackling DA TA knowledge use challenges. The replies were received as words/phrases as indicated in Table 4.59. Multiple responses are reported as frequency of occurrences.

Table 4.59: DA TA challenges versus government organization staff responsibility

<table>
<thead>
<tr>
<th>Words/Phrases</th>
<th>Number of Occurrences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership/senior officials</td>
<td>31</td>
</tr>
<tr>
<td>Management</td>
<td>2</td>
</tr>
<tr>
<td>Employee</td>
<td>1</td>
</tr>
</tbody>
</table>

From Table 4.59 the following observations made:

- FGD1: one participant has no vote. 7 participants say leadership/senior officials.
- Significant majority of respondents (91%) believe that leadership/senior officials should lead tackling DA TA knowledge use challenges.

4.15. Suggestions to Maximize Strategic Opportunities and to Mitigate Strategic Challenges

Findings presented below as per Questions 1.1 to 1.15 are to identify strategic key issues in order to utilize knowledge effectively, efficiently, and sustainably.

This question dealt with to identify:

- strategic key issues/suggestions to utilize knowledge effectively, efficiently, and sustainably

4.15.1. Strategic key issues/suggestions to utilize knowledge effectively, efficiently, and sustainably

The respondents were requested to suggest strategic key issues to utilize knowledge effectively, efficiently, and sustainably. The replies were received as statements as indicated in Table 4.60. Multiple responses are reported as frequency of occurrences.
Table 4.60: Suggestion of strategic key issues to utilize DA TA knowledge effectively, efficiently, and sustainably

<table>
<thead>
<tr>
<th>Suggestions - Strategic Key Issues</th>
<th>Number of Occurrences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country need knowledge systems and procedures. Need of quality system to maintain, sustain, and enhance knowledge. KM is so important based on working policies and strategies. We need systems of change. Leadership should evolve to lower levels with structural and functional change. Need institutional memory. Knowledge should be considered as asset and there should be mechanism how to handover; when employee leave, as organizations do it for other tangible materials and financial assets. KM is most important to use our resources effectively and efficiently. We should give it focus. Otherwise a lot of resource may be misused. Level of interaction in structures should be in support of knowledge management. We should have system that we handover and receive training documents and tacit knowledge. Experiences should be scaled up.</td>
<td>14</td>
</tr>
<tr>
<td>The country and ministries need KM policy, KM strategy. The country need clear KM strategy. Self standalone consolidated KM strategy. Ministry of education should think about KM policy, strategy, including at curriculum level. KM should be integrated at all levels. Partners should think and follow integrated, problem solving, sustainable knowledge utilization. The country need KM policy. Then strategy. The strategy helps to implement the policy. KM projects and programs should be based on KM strategy. To implement the strategy there should be KM systems. Km systems should be also appropriate that can fit different situations. FGD2 states: Sustainability problems should be addressed through systems, institutionalize of TA. TA should focus on real technical assistance challenges. TA should be defined well on knowledge utilization.</td>
<td>14</td>
</tr>
<tr>
<td>Capacity building should be institutionalized based on need. Identify the gap in SPM. Organizations should not wait until the person who get the training is willing to transfer training documents. We can't say capacity is built until people who get knowledge transfer to the organizations systematically and until the organization retain and use the knowledge properly. Strategic leadership. Proper conceptualization of knowledge versus strategic management and leadership. Very concept of knowledge should be conceptualized very well in relation to this. KM, role of knowledge apart from information and skill. Need strong thinking on KM and knowledge, need of focus on soft skills. Conceptualization of knowledge management. Making important part of our thinking in our planning, development. We can't say capacity building. Such thinking is very important for our times. The 21st century is about knowledge and technology.</td>
<td>7</td>
</tr>
<tr>
<td>Effort has been exerted. But, many efforts failed (development efforts), there is big gap. Knowledge gap in public organizations. This is one of the explanations that knowledge based management and leadership is needed. In organizational structures the right person should be assigned at the right position. For this leadership and strategy will have great influence. We cannot be ideological imprisoned. The thinking should be incorporated in strategic plans i.e. GTP I and GTP II. Such thinking is a major input. Otherwise we can't progress. We should not be destroying knowledge. Wise use of knowledge will have positive effect on poverty reduction and growth. It will help human development. It has contribution for social development and intellection development. There are a lot of TA projects and programs. But it is not using good tools of</td>
<td>6</td>
</tr>
</tbody>
</table>
strategic planning. Pushing the right bottom is important. Messages should reach to the right channel at the right time. Donors are quit discontent with government. TA is no reaching the public sector. The government may not be receptive enough. Strategic leadership practices require a lot of care, a lot of practice, a lot of consciousness. Consistency is needed.

If this study result presented to the government and the public. The study output can give idea to identify some strategic gaps; it can give direction. Interesting study, we need to recognize the value of knowledge /TA knowledge using the investment to its potential. This study should go to government higher officials or for those who have influencing power. The study should be publicize i.e. using EBC- television interview in order to create awareness. Such kind of studies should be encouraged. Knowledge has been created. But, our main challenge is knowledge implementation. Knowledge utilization. We need system for that. This study has great value. It is so critical. Very important for the country. It is also beneficial for all development partners and developing nations.

DA TA partnership need to be strengthened, but it should be strategic. If development partners do well organized M&E mainly in creation knowledge. If they work that the appropriate training is given to appropriate person. Consultants should also advice properly. They should identify gaps and give recommendations for such challenges. If clear partnership established in the perspective of knowledge utilization. Monitor and supervise TA. Like the financial aid tracking and monitoring tools, there should be software for TA activities as well. TA should focus only few thematic areas based on a clear policy. More on technology (no need on water, soil, watershed), should be on big scale- cross country watershed - basin level, hydropower. The intervention should also be long term. TA should adopt culture.

A lot of global information. We have to use the opportunity wisely. Doctrinization of the significance of knowledge in development. Government should not only focus on quantitative data and information; should also focus qualitative processes. Government should not only focus on ambitious targets. It should monitor processes and should be ready for learning. Good to learn also slowly - piloting is important before implementing at large scale.

Sometimes change tools i.e. BPR would destruct knowledge [knowledge destruction]. [Need deep and rational thinking before some tools of change are implemented]. When government, ministers, managers, employee or organizational structure changes knowledge should be maintained and protected

While working as development consultant, you learn a lot of thing. This helps you to see from different perspectives. See things from different eyes. Learning behaviour, sharing culture is a good thing.

The country can cover its most of TA need by nationals. Ethiopian TA are leaving the country. No system to absorb their capacity. There should be commitment to maintain them. Replacing national TA by foreign TA is not good

From Table 4.60 the following observations made:

- The country needs KM systems (14 counts)
- The country needs KM policy and KM strategy (14 counts)
- Capacity building should be institutionalized. There is a need of strategic leadership to have systemic and sustainable capacity development. In relation to this the very concept of
knowledge should be understood well. Proper conceptualization of knowledge versus strategic management and strategic leadership need to be understood (7 counts).

- Knowledge based management and leadership is needed (6 counts).
- This study has great value. If it presented to government high officials and development partners; and to the media (6 counts)
- DA TA partnership need to be strengthened, but it should be strategic (5).
- Global information and knowledge should be used wisely. Government should not only focus on ambitious targets. It should monitor processes as well. Government should use qualitative information besides quantitative data (4 counts).
- Change tools such as BPR needs care. Tools would destruct existing knowledge. Before implementation of change tools, there should be rationales thinking so that the existing knowledge is maintained (2 counts).
- Different responses (2 counts)

4.16 Summary

This chapter has provided introduction, profile of respondents, background to questions and sub questions, and the research finding.

Research method and design discussed in chapter three section 3.4, data collection methods discussed in chapter three section 3.6, and research instruments discussed in chapter three section 3.7 and 3.8 were followed. The presentation of data is from in-depth interview of 32 respondents of 3 study groups (government, development consultants, donor agencies); and experts/academicians in the field. The presentation of data is also from 2 FGD, observation from in-depth interview and FGD, and from 3 strategic document reviews.

Findings are presented to answer the three SRQ and the 15 questions. From in-depth interview and FGD, both subjective and objective questions were forwarded. Accordingly, both subjective and objective answers were noted. 4 subjective case answers, 26 subjective content answers, and 32 objective quantitative answers noted. Total 62 answers are organized in the way that they fit case analysis, content analysis, and quantitative analysis. Findings are presented in 12 themes and 33 sub themes. The next chapter will focus on analysing and synthesis of the finding of this chapter.
CHAPTER FIVE
SYNTHESIS AND ANALYSIS OF RESEARCH FINDINGS

5.1 Introduction

Chapter four presented the research findings based on the data collected through individual in-depth interview, Focus Group Discussion (FGD), observation, and strategic document reviews. This chapter analyses and synthesises findings presented in chapter four to establish whether the data answer the research questions and prove or disprove the research propositions as presented in Section 5.2 below. The analysis and synthesis organized in 12 themes and 33 sub themes (following chapter four finding presentation). The analysis and sentences uses information from chapter four, chapter two, and chapter one in integrated manner.

Section 5.2 gives a contextual overview of this chapter in relation to other chapters of the study. Sections from 5.3 to 5.8 focus on answering Sub Research Questions (SRQs) and to prove or disprove respective Research Propositions (RProp). Sections 5.3 and 5.4 focus on SRQ 1 and RProp 1. Sections 5.5 and 5.6 focus on SRQ 2 and RProp 2. Whereas, sections 5.7 and 5.8 focus on SRQ 3 and RProp 3. The last section, 5.9 gives the chapter summary.

5.2 Contextual overview of the research results (MRQ, SRQs, Research Propositions, Objectives, aim/Goal, and purpose)

The information collected through the interview and presented in this chapter seeks to answer the main research question (MRQ) of the study as presented in section 1.2.1 in Chapter one:

*To what extent are Ethiopian public organizations utilizing knowledge, gained from development aid technical assistance through development consulting services, for their strategic planning and strategic leadership practices?*

Answering the three SRQs presented in section 1.2.1 will answer the MRQ.

The information collected and presented in chapter four covers information on DA TA knowledge use, knowledge use partnership, and strategic opportunities and challenges in knowledge use.

The information presented in below sections seek to answer the three sub research questions of the study (SRQ 1, SRQ 2, and SRQ 3) and to prove or disprove their respective propositions (RProp 1, RProp 2, RProp) presented in chapter one section 1.4. 12 themes and 33 sub themes related to
SRQ and the 15 questions are presented. Themes presented in section 5.3.1, 5.3.2, 5.3.3, 5.3.4, 5.3.5, 5.3.6 are to answer SRQ 1. Themes presented in section 5.5.1, 5.5.2, 5.5.3 are to answer SRQ 2. Whereas themes presented in section 5.7.1, 5.7.2, 5.7.3 are to answer SRQ 3.

The three sub research questions and their respective propositions were:

**SRQ 1:**
To what extent do Ethiopian public organizations use technical assistance knowledge for their strategic planning and strategic leadership practices?

**RProp 1:** Most public organizations use technical assistance knowledge for their strategic planning and strategic leadership practices. But, the participation in strategic planning, knowledge use, understanding on strategic management and strategic leadership, strategic benefit of knowledge use is not conceptually well understood and the practice is not systemic.

**SRQ 2:**
What is the working relationship and understanding of public organizations, development consultants, and development aid agencies towards knowledge utilization?

**RProp 2:** The working relationships and understanding of public organizations, development consultants, and development aid agencies towards knowledge utilization for strategic planning and strategic leadership is not clear. This is in relation to clarity of partnership from knowledge utilization for strategic planning and strategic leadership perspective: how far the partnership is need based, how far the partnership is building capacity, happiness about the partnership and possible explanations of effective, efficient, and sustainable knowledge utilization for strategic planning and strategic leadership practices by Ethiopia public organizations.

**SRQ 3:**
What are strategic opportunities and challenges in development aid technical assistance knowledge utilization by the Ethiopian public organizations?

**RProp 3:** There are strategic opportunities and challenges in development aid technical assistance knowledge utilization by the Ethiopian public organizations. And these opportunities and challenges are mainly related to effective, efficient, and sustainable utilization of knowledge.
It might be important also to refer back research objectives, aim/goal, and purpose of the research to provide full context. The three objectives presented in chapter one section 1.3 were:

**Objective 1**: To analyse public organizations use of technical assistance knowledge for strategic planning and strategic leadership practices.

**Objective 2**: To explore public organizations, development consultants, and development aid agencies partnership in knowledge utilization.

**Objective 3**: To identify strategic opportunities and challenges related to public organizations technical assistance knowledge utilization.

As presented in chapter one section 1.4, the main aim/goal of this research was to conceptualize and contribute the understanding of knowledge utilization of Ethiopia public organizations that gained from development aid technical assistance through development consultants for the use of strategic planning and strategic leadership practices.

As presented in chapter one section 1.5, the purpose of the study was to explore knowledge utilization of Ethiopia public organizations, gained from development aid technical assistance through development consultants, for the use of strategic planning and strategic leadership practices.
5.3 Answering Sub Research Question (SRQ 1): To what extent do Ethiopian public organizations use technical assistance knowledge for their strategic planning and strategic leadership practices?

The objective of this section is to answer the SRQ 1 and to prove or disprove RProp 1 with the aim of eventually answering the MRQ that this study seeks to answer.

5.3.1 Strategy planning and strategy implementation process

Under this sections answers for SRQ 1 that include strategic management (strategy planning and strategy implementation), strategic leadership, transformational leadership/visionary leadership, change management and leading change, strategic project management (SPM) and executive project management (EPM), contribution of DA projects and programs, CB and CD are presented.

(a) Strategic management (strategy planning and strategy implementation)

Results of the study section 4.4.1 indicate that Ethiopia public organizations use SPM approach. All the three strategic documents reviewed reveal that plans followed SPM approach. However, there is no attention and focus for DA TA knowledge, knowledge management, and knowledge utilization.

Table 4.3 of section 4.4.1 shows that largely Ethiopia public organizations are lead by SPM approach and strategic management principles with a certain consultation process. Table 4.4 of section 4.4.1 shows that >97% respondents confirm that government/public organizations of Ethiopia are lead by strategy.

Table 4.3 of section 4.4.1 also indicates strategic plans lacks participation. The plans are also mainly focus on targets, so ambitious, do not answer much on how questions which is an evidence of gap in strategic thinking. Furthermore, the plans has gap in interpretations and understanding at varies levels, in incorporating lesson learnt, and shows failure during and after implementations.

It gives also an overall impression that conceptual understanding of strategy, strategic plan, strategic planning, and strategy implementation is good. Nevertheless, there is still gap that what strategic management entails and how to make strategic plans successful.

This is mainly due to gap in understanding the role of strategic leadership in strategic management. People focus on what and why, but how question seems a problem. Answering how
questions is so important to design good policy, strategies, and systems through effective, efficient and sustainable practices. Doing this helps to build institutions capacity that can be adoptable and flexible enough for inside and outside changes. Porter (1991: 95) states that 'the reason why firms succeed or fail is perhaps the central question in strategy'. Similarly, Grant (2013) states that strategic management has the benefit for public organizations since it can improve decision-making, achieving coordination, and setting performance targets.

The research indeed conclude that Ethiopia public organizations are practicing strategic management principles, approaches, and tools. However, they have gap in participation and answering how questions that are very important to have effective, efficient, and sustainable service delivery.

(b) Strategic leadership

Table 4.5 of section 4.4.2 shows that a quarter of respondents state that in Ethiopia government/public organizations leadership plays strategic leadership role. However, similar size of respondents also state that leadership dose not focus on strategic issues.

Table 4.5 of section 4.4.2 also shows that leadership has capacity and competency gap; and priority setting problem. Due to gap in understanding, leadership role is also mixed with management role. It gives also the impression that the overall conceptual understanding of strategic leadership seems weak.

Yukl (2013) states that 'leadership is the process of influencing others and getting mutual understanding to accomplish shared objectives'. Similarly, (Burnes, 2014)) states that leadership is the process of establishing goals and motivating others to pursue and achieve these goals. Krupp and Paul (2013) states that 'strategic leadership focus on how executives can transform their organizations strategically by learning and applying adoptive changes in relation to dynamic local and international circumstances'.

As discussed in chapter one section 1.1.16, strategic management is linked to strategic leadership. A good strategy needs a good strategic leadership based on adoption, flexibility, and commitment. A good strategy management with good strategy leadership would lead to good strategic decisions. The conceptual understanding gap in strategic leadership is linked to strategic management concepts gap discussed in the previous section. It is natural that the two are linked and one might affect the other either positively or negatively.
The research conclude that to some extent Ethiopia public organizations leadership exercises strategic leadership. However, they have gap in focusing on key strategic issues. Leadership also has gap in conceptual understanding of strategic leadership. The practice also faced with gap in capacity and competency, and priority setting.

(c) Transformational/visionary leadership

Table 4.6 of section 4.4.3 shows that to some extent Ethiopian public organizations leadership are practicing transformational and visionary leadership. On the other hand, equally, though some claim they are transformational and visionary, in practice they seem not. There is no good organizational set up and organizational environment that could support transformational leadership. There are problems in relation to vision, strategy, innovation, wise use of knowledge, capacity and competency. The very concept of transformation and vision seems not strongly clear: 'talk the talk and walk the walk', how to live with it, and how to achieve this seems not well understood. These are a question of integrity, consistency, and authenticity.

According to Yukl (2013: 67) transformational leadership (sometimes also called visionary leadership and inspirational leadership) usually include articulating an appealing vision, leading by example, talking about personal value, making self-sacrifices for a team or organization. Similar to this, The Future Agenda Project (2015: 23) discusses that contemporary leaders need to have three skills. These are i/ strategic thinking process provides leaders with the tool to articulate their vision and involve their team. ii/ the process of innovation provides leaders with a tool to promote the notion of continuous improvement, which has always been a must for any organization. iii/ the processes that make up situation management are key skills to master so as to deal effectively with the day-to-day issues.

The research conclude that to some extent Ethiopia public organizations are practicing transformational/visionary leadership. They have the thinking. However, in practice, they have gap in being actually transformational and visionary. There are gaps in having good organizational environment and in their capacity and competency. Besides, the real meaning and concept of transformational and visionary leadership seems not conceptually well understood.

(d) Change management and leading change

Table 4.7 of section 4.4.4 indicates that to some extent Ethiopia public organizations are practicing change management and leadership is leading change. However, there is gap in having
good environment for change management. Some change initiatives are not also based on empirical evidences and gap identification. There are also cases that change initiatives have been destructing existing knowledge. There is gap in capacity and awareness. Change efforts seem not strategic and systemic. The understanding of change management and leading change is different and not well conceptualized at strategic level.

In chapter one section 1.1.6, Yukl (2013: 87) states that:

"Leading change is one of the most important and difficult responsibilities for managers and administrators. It involves guiding, encouraging, and facilitating the collective efforts of members to adopt and survive in an uncertain and sometimes hostile environment. Leading change in an organization is usually guided by the top management team, but other members of the organization can initiate change or contribute to its success."

Chapter one section 1.1.6 also discusses that contemporary strategic management and strategic leadership is concerned more on managing and leading change. And in most cases, good leaders are transformational.

Chapter one section 2.2.2 discusses that, these days strategy is not necessary top down process. Despite the organization strategic leadership leading the process, idea can flow from top down, bottom up, vertical, horizontal, and in matrix form. Idea can flow from corporate, business, functional, and operational levels. Idea can flow from leaders, managers, and experts by understanding the internal and external environment of the company. Strategy is also based on planned, emergent, emergence, and complex actions that demand systemic approach.

Chapter one section 2.2.2 also discusses that strategy demands change management frameworks and executive project management principles (EPM). It demands active and proactive thinking. But, yes leading this, needs good foundation of organizational culture so that everyone can play well. Be knowledgeable, committed while flexible under his/her potential is the role of strategic leadership of organizations. Otherwise, organizations cannot be lead and cannot apply their full potential. It would be difficult based on the old top down strategic planning approach. It does not fit well for the contemporary chaos world and the future fast but dynamic world. What organizations should do is having live strategy that encourages entrepreneurship and innovation while fulfilling commitments. Doing these is a bit complex. But, this is how the contemporary world is behaving and heading.
The research conclude that to some extent Ethiopia public organizations are practicing change management and leadership is leading change. However, the change effort faced with different problems. There is gap in having good environment for change management. Some change initiatives are not also based on empirical evidences and gap identification. There are also cases that change initiatives have been destructing existing knowledge. Some of these are due to capacity and awareness gap. Change efforts seem not strategic and systemic. Furthermore, the understanding of change management and leading change is different and not well conceptualized at strategic level.

(e) Strategic project management (SPM) and executive project management (EPM)

Table 4.8 of section 4.4.5 indicates that project and programs have alignment, strategic fit, high coherence, harmonization with strategic plans. To some extent, leadership/executives have role in SPM. However, there is some gap in awareness about EPM and SPM.

In chapter one section 1.1.7, Rwelamila (2016: 4) states that:

“Project management is no longer a “special-need” management, but is rapidly becoming a standard way of doing business. An increasing percentage of the typical firm’s effort is devoted to projects. Phrases we hear and read daily at work and in conversations with our colleagues, such as "management by projects" and "project management maturity", reflect this increasing trend in every society."

In chapter one section 1.1.7, Rwelamila (2016) further states that:

"When you looks into executive project management principles (EPM), the challenges facing the contemporary organization are how to tie their projects more closely to the organization’s goals and strategy, how to handle the growing number of ongoing projects, and how to make these projects more successful."

Similarly, in chapter one section 1.1.7, Graham and Englund (2004: 1) state that 'project success is often as much a result of the organizational environment as of the skills of the project manager'.

Chapter one section 1.1.7 further discusses that strategic leaders are concerned on strategic management and strategic leadership by being change agents and transformational. They have to have also strong competency in project management in general and in particular, they have to understand executive project management principles very well as leaders/executives. Chapter one section 1.1.7 also discusses that leading projects and programs; to get strategic value from them across the organization is the role of organizational executives and managers. To do so,
organizations executives and managers need to use the knowledge gained from projects and programs properly. Ethiopia public organizations need to be vigilant to understand the contemporary project management knowledge, techniques, and tools; and using them for their strategic management and strategic leadership practices.

Chapter two section 2.4.4 discusses that there should be projects and programs fit with the country, sector, and organization priorities. There should be also fit with organizations culture and structure. There should be also understanding on the project program environment, understanding the role of strategic management and strategic leadership (top leadership and management need to understand EPM principles). Projects and programs also need to be checked how they can be implemented in effective, efficient, and sustainable way. At the same time, they have to be relevant and bring long-term impact for the beneficiaries.

Therefore, the research can indeed conclude that in Ethiopian public organizations project and programs have alignment, strategic fit, coherence, harmonization with strategic plans. To some extent, leadership/executives have also role on SPM. However, there are some gaps in alignment and strategic priorities. There are situations that leadership/executives involvement on SPM become limited. Besides, there seems conceptual understanding gap on EPM and SPM.

(f) Contribution of development aid (DA) projects and programs

Table 4.9 of section 4.4.6 shows that DA projects and programs have reasonable contribution for the success of organizations, poverty reduction, and growth. DA TA projects and programs give also better result when linked to financial support. However, there are gaps that leadership gives less attention for smaller projects. There are also gaps in strategic contributions and in sustainability of DA. Table 4.9 of section 4.4.6 also suggests that though DA has contribution, it is difficult to know how far DA TA is contributing. DA TA seems has some contribution but in a less extent, very limited.

Literature suggests that there is no clear academic knowledge (relative consensus) on the benefit of development aid. The debate is still ongoing. The finding revealed in table 4.9 of section 4.4.6 would contribute for this debate. It is the author opinion that DA projects and programs have contribution for the success of Ethiopia public organizations, poverty reduction, and growth. However, yet, the author is not clear on the role and contribution of DA TA at strategic level.
Chapter two section 2.4.4 discusses that there is no empirical evidence as such that discusses specifically on ODA TA projects and programs in Ethiopia. However, there are some empirical evidences on the expenditure of ODA projects and programs in Ethiopia. Nevertheless, development aid success is questionable and/or there are no conclusive empirical evidences that prove its success. But, as far as the good conditions and project programs environment is favourable there is no reason that they do not being successful and bring the intended change and impact in short term or long term. Development aid projects and programs success is dependent on many variables. They should be planned and implemented by understanding well the needs of the host country (Ethiopia) at strategic level.

This opinion can be supported by chapter one section 2.4.1 which concludes that Ethiopia Economy is growing fast. For this growth, the contribution of ODA might be significant. But, there is no a clear measure and there is no empirical evidence that shows the contribution of ODA for the GDP in quantitative terms. Chapter two section 2.4.3 also discusses that though difficult to measure, based on the expenditure information, it seems that ODA has important contribution and has strategic role for poverty reduction and the growing economy of Ethiopia. Qualitatively speaking, reasonably and logically, ODA plays key role in overall Ethiopia economy including poverty reduction.

On the other hand, based on chapter one section 2.4.3 there is no empirical evidence found that discusses TA in Ethiopia context in relation to ODA. Anyway, it is important and critical to utilize ODA and ODA TA knowledge in efficient, effective, and sustainable manner so that the capacity of the ODA recipient public organizations built properly. It would give good contribution as part of overall DA effort.

Chapter two section 2.2.5 discusses that ODA TA success has some relation with the public organization policy nature, culture & trust, networking and cooperation, innovation diffusion, etc. Nevertheless, sometimes, TA is push based than demand driven.

The research conclude that DA projects and programs have reasonable contribution for the success of Ethiopia public organizations, poverty reduction, and growth. However, it is difficult to know the contribution of DA TA and/or is limited. In addition, it seems that DA TA knowledge is not being managed well.
Table 4.10 of section 4.4.7 reveals that more than third fourth of respondents believe that CB effort from DA TA has institutional problem, not sustainable, it is not developing capacity in long term. It is not strategic, not systemic. On the other hand, about half of respondents believe that there is good effort on CB and CD from DA TA. These suggest that CB and CD approach does not seem strategic. The concept of CB and CD and how capacity developed in sustainable manner seems not well understood.

The literature in chapter two section 2.2.8 suggests that it is not clear if ODA TA CD contribute for countries sustainable development. Some ODA and UN commitments seem incomplete and not strategic. This is mainly to have successful international development partnership; so as to solve some strategic management and strategic leadership capacity gaps in developing countries such as Ethiopia.

When DA TA CB and CD are not systemic, the effort cannot sustainable. If not sustainable then institutions capacity cannot develop. There may be CB effort. But the capacity cannot develop for long term. Whatever capacity building effort would be considered meaningless unless the capacity built stored, retained, retrieved, and utilized in organizations in systemic manner. Unless their knowledge retain in the organization in systemic manner; whatever capacity building effort will be evaporated when respondents leave that organization. The effort would be considered superficial because it is not building institutions capacity genuinely, systematically, and sustainably. Ideally, organizations should not be dependent every time. There should be some mechanism to retain their capacity while looking for new capacity.

To make sustainable, having systems is not enough. It needs effective and efficient working systems, modalities, guidelines, and manuals. To do so, the thinking should start from policy, strategy level. Legal frameworks may be needed as well. Thinking and practice of these is strategic. If strategic, then it demands strategic management. Strategic management is mainly the role of strategic leadership. Leadership are responsible to manage change, lead change, and to transform organizations and the country. They do these through good engagement and communication with all development partners and stakeholders. This can be achieved efficiently, effectively, and sustainable if organisations have strong institutions based on good knowledge, knowledge management culture, and knowledge value.

Doing these not only help the country to have strong and capacitated public institutions but also it helps the country effort in poverty reduction, growth, and development (prosperity). It is believed
that the country has big asset. That asset is its knowledge and knowledge potential. If knowledge and knowledgeable people get good attention and value at strategic level, then all effort would be fast enough to show difference in changing the life of Ethiopian people.

The research conclude that despite good efforts, CB and CD effort from DA TA has serious problem. It has institutional problem, not sustainable, is not systemic, not strategic, and not based on informed knowledge. It is not designed and has not capacity to transform the country. It is not in a position to transform the country. The concept of CB and CD and how capacity developed in sustainable manner seems also not well understood. CB and CD need evidence based and knowledge based management.

5.3.2 DA Technical Assistance (TA) Knowledge Management (KM)

Under this sections answers for SRQ 1 that include KM, knowledge creation, knowledge transfer/sharing, knowledge application/use/utilization, and wise use of knowledge are presented.

(a) Knowledge management

Table 4.11 and Table 4.12 of section 4.5.1 reveal that there are significant KM activities in public organization. The knowledge management activities include also DA projects and programs. KM activities include training from region to woreda, experience sharing, workshops, induction, mentoring, document production, reports, plans, etc. But the KM activity is at low level compare to what the theory say in having good KM. KM is not as such strategic, not planned, not systemic, not organized, not focused, and not managed well. Km activities are ad hoc. There are some information management systems. But the focus is on documentation and information. The understanding of KM is different and not well conceptualized.

Chapter one section 1.1.9 discusses that knowledge is strategic. Using knowledge for strategic management and strategic leadership is the role of top leadership. This thinking applies also for public organizations. In chapter two section 2.2.2, it was also stated that in public organizations, KM can play strategic role. KM is related to strategic management and strategic leadership. KM is critically important for public organizations effectiveness and efficiency.

However, if there is no systemic KM it will be difficult to have evidence based and fact based knowledge; that can be utilized effectively, efficiently, and sustainably. If not it will be difficult to practice wise use of knowledge. As a result, organizations capacity cannot be developed in long term. Systemic KM is related to strategy, strategic management, and strategic leadership. That
means to have effective, efficient, and sustainable KM, the thinking and conceptual understanding of KM should start from top, at policy and strategy level.

The research conclude that there are KM activities in public organizations of Ethiopia. However, KM activities are ad hoc: there is no systemic KM, not strategic, not planned, not organized, and not managed. Besides, the conceptual understanding of KM is not developed well. This is due to the fact that leadership and management is not own systemic KM at strategic level.

(b) Knowledge creation

Table 4.13 of 4.5.2 reveals that knowledge is created significantly from DA TA projects and programs in government organization. However, there are few respondents who do not believe that knowledge is created from DA TA projects and programs in government organization. FGD2 states that 'DA TA knowledge is coming from outside not created in host organizations. Trainings have not been effective in creating knowledge. They are just opportunities to share information, per diem and other incentives'.

The research conclude that knowledge is being created from DA TA projects and programs. However, the knowledge creation effort would have been better if it has been implemented in different way. In the way that host organisations/institution, target groups, individuals who are targeted for capacity building can participate in the creation of knowledge. This helps and encourages innovation, inherit knowledge, retain knowledge, and to develop knowledge. It can help also to have sustainable knowledge and sustainable knowledge management. It would help related knowledge management activities that include knowledge sharing and knowledge utilization. At the end, all these would help to build the capacity of public organizations of Ethiopia.

(c) Knowledge transfer/sharing

Table 4.14 of section 4.5.3 reveals, significantly knowledge is transferred/shared from DA TA projects and programs to government organizations.

The research conclude that knowledge is transferred/shared/disseminated from DA TA projects and programs to government/public organization of Ethiopia. This is a good potential if there is systematic KM and knowledge utilization.
(d) Knowledge application/use/utilization

Table 4.15 of section 4.5.4 reveals that knowledge utilization from DA TA is poor/weak. Knowledge utilization is not institutionalized, no system, and no systemic way of knowledge utilization. In relation to this, perception about knowledge utilization is poor. This may suggest that perception about knowledgeable people may not be strong. At least there may not be enough attention. Due to these, some other reasons, knowledge is not used wisely at institutional level. Nevertheless, though limited, knowledge is being utilized at individual level. High turnover of employee is a problem for knowledge utilization. Besides, in some instances, there is no proper way to transfer knowledge to utilize it. Furthermore, the concept of understanding of knowledge seems different and not conceptualized well. On the other hand, there are some instances that indicated good use of knowledge for ideological purpose.

The research conclude that knowledge utilization from DA TA is poor/weak. This is due to the fact that knowledge use is not institutionalized, and there is no knowledge system. Such situation is also related to gap in conceptual understanding of knowledge utilization.

(e) Wise use of knowledge

Table 4.16 of section 4.5.5 reveals that DA TA knowledge is not being used wisely in government organizations. Among other reasons, this is the fact that due to absence of KM policy, KM strategy, and lack of systems. As stated in chapter one section 1.1.2 wisdom is the collective and individual experience of applying knowledge to the solution of a problem (Laudon and Laudon, 2014).

Similarly, in chapter two section 2.2.4 it was stated that knowledge if not applied wisely has not value. Without having in place effective, efficient, and sustainable knowledge utilization practices, organizations cannot use knowledge wisely. At the end, one would see incapacitated organizations. Or one would see always organizations/institutions that are seeking DA TA and DA TA knowledge. It is natural and good to build capacity of individuals and organizations. But the question is, when Ethiopian organizations capacity developed in the way that it does not seek DA TA support? Can it be achieved without wise use of knowledge?

The research conclude that DA TA knowledge is not being used wisely in Ethiopian public organizations. This suggests that there is no effective, efficient, and sustainable knowledge use from DA TA.
5.3.3 Experience in DA TA projects and programs strategy planning and strategy implementation

Under this section, as part of the answer for SRQ 1, experience in DA TA projects and programs strategic planning and strategic implementation is presented.

(a) Experience in DA TA projects and programs strategic planning and strategic implementation

Table 4.17 of section 4.6.1 shows that development partners (public organizations, development consultants, and donor agencies) and academicians/specialists involve in/support/observe DA TA projects and programs strategic planning activities in the government organizations. In relation to this Table 4.18 shows that the majority of development partners and academicians/specialists involve/support/observe sector GTP I, sector GTP II or organization SP that include DA TA planning and implementation. A quarter of partners and academicians/specialists indicate that they participate in annual plans that include DA TA projects and programs.

However according to Table 4.18 of section 4.6.1, a quarter of development partners and academicians/specialists do not involve in the country GTP I and GTP II planning process that includes DA TA. According to them, it lacks consultation. A quarter of partners and academicians/specialists also indicate that though they participate on DA TA planning and implementation, they do not give much focus on the TA knowledge. They further believe that Ethiopia public organizations do not give much value for DA TA knowledge. At least they do not practice it in the way it can add good value.

Table 4.18 of section 4.6.1 further indicates, few development partners and academicians/specialists participate in projects and programs plans but the ministry/ the bureau do not much accept strategic issues at bottom. They also believe that it depends on the interest of the leadership. They further believe that DA TA knowledge from projects and programs are not reported.

Having said this, it seems that there are some unclear issues on the role of partners in DA TA strategy planning and strategy management. This is evidenced by the above different responses, and there are more different responses as indicated in Table 4.18.
Therefore, the research conclude that there is reasonable participation in DA TA strategic planning and strategy implementation activities. However, the participation lacks clarity. One of the reasons seems lack of clear role and responsibilities. This is in line to absence of system. It also goes with the level of attention and focus that development partners give for DA TA and TA knowledge.

5.3.4 DA TA Knowledge Use for Strategic Management and Strategic Leadership

Under this section, answer for SRQ 1 that include application of knowledge for strategic management and strategic leadership, systemic way of knowledge use/application/utilization, and accommodating emergent changes are presented.

(a) Application of knowledge for strategic management and strategic leadership

Table 4.19 of section 4.7.1 indicates that most development partners (study group) and academicians/specialists involved in/supported/observed the application of knowledge that gained from DA TA projects and programs for strategic planning and/or strategic leadership practices in government organizations. Table 4.20 of section 4.7.1 indicates that most respondents believe that DA TA knowledge is used for strategic planning in government organizations. In relation to this, table 4.21 of section 4.7.1 indicates that most study group respondents and academicians/specialists believe that DA TA knowledge is used for strategy implementation in government organizations.

Table 4.22 of section 4.7.1 reveals that majority of respondents (> 68%) do not believe that DA TA knowledge is used for strategic leadership practices. That government organizations executive and directors/managers use it to lead and transform their organizations and to achieve organizations strategic vision and mission. In other words, it is only < 32 % who believe on it. These show that strategic management and strategic leadership is not conceptually well understood and DA TA knowledge utilization is not systemic.

Table 4.23 of section 4.7.1 reveals that majority of respondents (> 52%), do not believe that DA TA knowledge is used for strategic leadership practices that government organization executive, directors, and employee use it towards the country poverty reduction, growth, and prosperity for instance achieving GTP I and GTP II. This shows that strategic management and strategic leadership, and strategic benefit of knowledge use are not conceptually well understood; in overall, DA TA knowledge utilization is not systemic.
However, Table 4.23 of section 4.7.1 also reveals that donor research group have different view from the overall research participants. Donors study group strongly believe that (100%) DA TA knowledge is used for strategic leadership practices that government organization executive, directors, and employee use it towards the country poverty reduction, growth, and prosperity for instance achieving GTP I and GTP II. Nevertheless, it should be noted that 5 respondents do not give their answers for this question explicitly. From these, 3 are from donor organizations. From the research process, it is observed that in some situations, donors equate knowledge transfer with knowledge use for planning and development. There may be unaware bias.

Table 4.24 of section 4.7.1 indicates, majority of respondents believe that government organizations use of DA TA knowledge for strategic management and strategic leadership is limited (less than average). This shows that understanding of strategic management and strategic leadership, and strategic benefit of knowledge use is not conceptually well understood. And DA TA knowledge utilization is not systemic.

It should be noted that table 4.24 of section 4.7.1 finding is differ from the findings of tables 4.19, 4.20, and 4.21 of section 4.7.1 is that, it focuses mainly on strategic leadership's role on strategic management. This is the same for Table 4.22 and Table 4.23 of section 4.7.1 that they mainly focus on strategic leadership role on strategic management with different contexts.

In most cases, donors equate knowledge transfer as TA and CB. As evidenced from the literature in chapter two, ODA current thinking equates TA and CB with knowledge transfer. The thinking about effective, efficient, and sustainable DA TA knowledge utilizations is not conceptualize yet and is not in the agenda of donors community. With such thinking, it is natural that they would conclude that DA TA knowledge is fully used for such practices. But, there is no evidence from literature to support their position. As presented in other sections of this chapter they state that the usage is not systemic, effective, efficient, and sustainable. If so, one would argue the above position. This may suggest the need of further study.

The research conclude that DA TA knowledge is being used for strategic planning and strategy implementation in Ethiopia public organizations.

Nonetheless, the research also conclude that DA TA knowledge use for strategic management and strategic leadership is limited (less than average). In addition, DA TA knowledge use for strategic leadership practices that government organizations executive and directors/managers use it to lead and transform their organizations and to achieve organizations strategic vision and mission is limited (less than average). Furthermore, DA
TA knowledge use for strategic leadership practices that government organization executive, directors, and employee use it towards the country poverty reduction, growth, and prosperity for instance achieving GTP I and GTP is limited (less than average). All these show that understanding of strategic management and strategic leadership, and strategic benefit of knowledge use is not conceptually well understood. And DA TA knowledge utilization is not systemic.

(b) Systemic way of knowledge use/application/utilization

Table 4.25 of 4.7.2 reveals that significant majority of respondents strongly believe that government organizations use of DA TA knowledge for strategic management and strategic leadership practices is not systemic.

In chapter two section 2.2.5 discussion questions were raised that include: How far Ethiopia good and/or poor policy associate with KM and knowledge utilization competency? What would be the best policy regarding development aid TA knowledge utilization of Ethiopia public organizations?

Chapter one section 2.4.2 discusses that strategic management and strategy dynamism would link to strategic leadership. A good strategy may need good strategic leadership based on vision, inspiration, adoption, flexibility, and commitment. A good strategic management with good strategic leadership would lead to result oriented decisions.

Similarly, chapter one section 1.1.16 discusses that for leaders and organizations to be strategic, effective, efficient, and acting by considering sustainability issues; they need to have good knowledge management competencies. In addition, knowledge if not applied properly does not have value and cannot add value. In fact, the knowledge application should be also right that leads to wisdom.

Chapter one section 1.1.16 further discusses that knowledge is highly valuable asset in the contemporary knowledge economy world and knowledge society. It should be well understood and used by Ethiopia public organizations. Development partners should also give it enough attention so that the intended public organizations capacity is built. And then, the country be in a better position in its effort of poverty reduction and growth. The development aid technical assistance should be used for public organizations strategic management and strategic leadership practices if one want to look for a real impact out of it at strategic level.

To do so, there would have been knowledge use system that can be supported by knowledge policy, strategy and frameworks.
The research conclude that there is no systemic way of DA TA knowledge use/application/utilization in Ethiopia public organizations.

(c) Accommodating emergent changes

Table 4.26 of section 4.7.3 reveals that about two third of respondents believe that public organizations strategic plans do not accommodate emergent changes based on new knowledge gained from DA TA projects and programs. However about one third of respondents believe that public organizations strategic plans accommodate emergent changes based on new knowledge gained from DA TA projects and programs. Some respondents give different responses.

The research conclude that though there is some practice in accommodating emergent changes based on new knowledge gained from DA TA projects and programs, the practice is limited (less than average).

5.3.5 DA TA Knowledge Use for Strategic Management and Strategic Leadership: strength and weakness

Under this section, answer for SRQ 1 that include strength and weakness in DA TA knowledge use for strategic management and strategic leadership are presented.

(a) Strength

Table 4.27 of section 4.8.1 lists strengths to utilize DA TA knowledge for strategic planning and strategic leadership practices by Ethiopia public organizations. About one fourth of respondents identify that government/public organizations use DA TA knowledge. About one fifth of respondents have identified strengths that include good leadership, responsible leadership, management and employee interest; good examples of DA TA projects that can be scaled up and replicate; and established institutions, structures, management and human resources.

Other identified strengths include: MIS databases and baseline; TA is filling gap; platforms, taskforces; awareness about TA and employee interest; increased capacity, effective CB; coherence of national strategy; change mind-set, looking inside, reflect, looking for new ideas. However, as indicated in Table 4.27 of section 4.8.1, the list identified above has support of maximum 3 respondents to 2 respondents. Such situation may be considered that strengths are not as such strong. Table 4.27 of section 4.8.1 also indicates 3 different identified lists of strength.
In section 2.3.2 (b), Jasimuddin (2012: 263) discusses the pervasive role of knowledge; one of the key strategic management processes of an organization is to scan and analyse their environments, retrieving and utilizing knowledge. Doing these help to assess the organization own strengths and weaknesses in terms of its own resources and capabilities (Jasimuddin, 2012: 263).

The research conclude that to some extent there are strengths in DA TA knowledge utilization by the Ethiopian public organizations. Government/public organizations are using DA TA knowledge. There are also some commitments and interests that leadership, management, and experts play good role in using DA TA knowledge. There are also good examples of DA TA projects that can be scaled up and replicate. There are established institutions, structures, management and human resources that facilitate good use of knowledge. There are also other lists of strengths. It would be advisable for Ethiopia public organizations to assess their environment regarding DA TA knowledge use.

(b) Weakness

Table 4.28 of section 4.8.2 lists weakness to utilize DA TA knowledge for strategic planning and strategic leadership practices by Ethiopia public organizations. About two third of respondents identify weaknesses that not systemic knowledge use, no KM system, no accountability and responsibility for knowledge utilization, not sustainable knowledge use. Table 4.28 of section 4.8.2 lists also other weaknesses. About one third of respondents identify weakness that DA TA partnership has strategic and systemic gap. Its focus is on knowledge transfer, not on knowledge utilization, it does not focus on sustainability. It has also working relationship problem.

Table 4.28 of section 4.8.2 lists more weaknesses. About a quarter of respondents identify weakness that CB is not institutionalized, knowledge utilization has capacity problem, and knowledge utilization is not institutionalized, not sustainable CB, lack of capacity and competency. Table 4.28 of section 4.8.2 also lists more weaknesses. About one fifth of respondents identify weakness that inappropriate, inefficient training management, weak knowledge transfer from trainings, weak knowledge utilization from trainings. Not institutional and sustainable knowledge use; the country has No KM policy and KM strategy. There is gap in conceptual understanding, attitude, systems, and practices. TA is not used effectively; institutions has gap in using knowledge scientifically, poor conceptual understanding of knowledge and knowledge use, unsystematic use of knowledge, poor understanding on similarities and differences of training and capacity building.
Table 4.28 of section 4.8.2 also lists more weaknesses. Respondents identify weaknesses of high staff turnover; resistance for change; no value for knowledge; resource limitation, structure gap, unused TA, opportunity of TA is being missed, poor utilization of existing knowledge. Knowledge is ignored if it does not fit for the ideology. Politics overrides knowledge.

Table 4.28 of section 4.8.2 further reveals that different identified weaknesses, which are an indication that the DA TA knowledge utilization has many weaknesses. In addition, the situation suggests that DA TA knowledge utilization is not conceptually understood well. If there had been clarity on the topic respondents may come up with very concrete and known weakness, not with such log list.

The research conclude that DA TA knowledge use weakness in the Ethiopian public organization is strategic and systemic. It is related to ineffective, inefficient, and unsustainable institutional knowledge use, absence of KM system, lack of accountability and responsibility in knowledge use. The weaknesses are also related to gap in partnership, gap of capacity and competency, and mismanagement of training. Such situation indicates that there is significant capacity and competency gap in Ethiopia public organizations in order to utilize DA TA knowledge. This also indicates DA TA CB and CD has not been result oriented in building capable, sustainable, and green public institutions. One of the reasons, among others, is lack of conceptual understanding on the subject matter that demands policy, strategy, legal frameworks.

5.3.6 DA TA Knowledge Use for Strategic Management and Strategic Leadership: opportunities and threats

Under this section, answer for SRQ 1 that include opportunities and threats in DA TA knowledge use for strategic management and strategic leadership are presented.

(a) Opportunities

Table 4.29 of 4.9.1 lists opportunities to utilize DA TA knowledge for strategic planning and strategic leadership practices by Ethiopia public organizations. About half of respondents identify opportunity that there are many TA resource commitments. About one third of respondents identify opportunities of new global trends, global knowledge, new thinking of KM, multiple source of knowledge; GTP II, the country direction for growth and development. About one six of respondents identify opportunity of the younger generation interest for technology and information, world internet technology, mobile technology, databases establishment, information
systems; and availability of knowledge. Knowledge use, customization, adoption, scaling up, conceptual understanding of knowledge and KM.

Table 4.29 of section 4.9.1 also lists other more opportunities. Respondents identify opportunities that include Ethiopia strategic and geopolitical importance; government structure from federal to regions, woreda and kebele; huge need for knowledge, there are gaps that need TA knowledge, thrive for knowledge to be out from poverty; increased capacity of Ethiopia nationals. Table 4.29 of section 4.9.1 also identifies 8 different opportunities.

Chapter one section 2.2.5 discusses that development aid TA could be considered as part of the international cooperation, which is supported by international organizations including United Nations (UN). In order to support the achievement of the sustainable development goals and sustainable development post 2015, United Nations General Assembly (2015: 58) shows its commitment to improve the quality, impact, and effectiveness of development cooperation. It indicates its commitment of international efforts that include a/ to adhere agreed development cooperation effectiveness principles. b/ to align activities with national priorities. c/ to promote country ownership and leadership d/ to encourages results orientation approach and strengthen country systems. e/ to use programme-based approaches where appropriate. f/ and to strengthen partnerships for development support.

Chapter one Section 2.4.11 discusses that, under ODA, compare to the overall economy of the country, a lot of resource has been allocated for Ethiopia. And, it is assumed that a lot of resource has been allocated for ODA TA. But, development partners and academicians do not give attention for ODA TA while knowing the overall resource of ODA.

The research conclude that DA TA has existing commitments and potential resources and capabilities. There are already committed resources from DA TA. If mobilized and used in effective, efficient, and in sustainable way, it would contribute better. Other opportunities include new global trends, global knowledge, availability and multiple source of knowledge; new thinking of KM, new methods and tool to access, customize, and use knowledge; GTP II, the country direction for growth and development; technology and the younger generation interest for technology. There are also other DA TA knowledge use opportunities. Government/public organizations of Ethiopia need to assess these opportunities and use them properly.
(b) Threats

Table 4.30 of section 4.9.2 lists threats to utilize DA TA knowledge for strategic planning and strategic leadership practices by Ethiopia public organizations. About one third of respondents identify threats of foreign influence: ideological, political, economical, and cultural influence, not to look inside to solve problems, effect of globalization - towards thinking the same, trends of having common culture and value; DA is decreasing, world changes, global crises, disaster, political instability, dependency problem that would lead to resource limitation. About one fourth of respondents identify threats of dependency of aid, dependency syndrome brings sustainability problem which resulted in neglecting indigenous knowledge, has also dignity issues, and humanity implications; thinking and system problem, knowledge might not be used, knowledge would disappear if organizations do not use it, knowledge loss. If knowledge is not managed well, organizations cannot achieve development goals.

Table 4.30 of section 4.9.2 also lists other threats. Respondents identify threats that include priority differences among government and donors and related strategic leadership capacity and competency gap that would lead to decrease of TA; leadership competency and capacity gap to use TA; requirement of TA may not be proper, may not be relevant, unfit to the need/demand, TA may not be based on country policy and strategies; TA staff value needs checking and monitoring; frequent policy and structure changes, inconsistency problem. Table 4.30 of section 4.9.2 also identifies 5 different threats.

The research conclude that there are threats to utilize DA TA knowledge for strategic planning and strategic leadership practices by Ethiopia public organizations. From high influence to low influence, these are (a) foreign influence. Ideological, political, economical, and cultural influence, not to look inside to solve problems, effect of globalization - towards thinking the same, trends of having common culture and value, lack of rust (b) decreasing DA TA resource, global crises due to disaster, insecurity and instability. (c) Dependency syndrome; brings sustainability problem, resulted in neglecting indigenous knowledge. (d) Absence of systemic and comprehensive thinking, problems related to sustainability, destruction and loss of knowledge, ignorance for indigenous knowledge. (e) Priority differences among partners that would create misunderstanding in the partnership.
5.4 Proposition 1 and Conclusion (Proving or Disproving Rprop 1)

SRQ 1: To what extent do Ethiopian public organizations use technical assistance knowledge for their strategic planning and strategic leadership practices?

RProp 1: Most public organizations use technical assistance knowledge for their strategic planning and strategic leadership practices. But, the participation in strategic planning, knowledge use, understanding on strategic management and strategic leadership, strategic benefit of knowledge use is not conceptually well understood and the practice is not systemic.

The following is a summary of the main research findings related to the first research sub question (SRQ 1), showing that the extent at which Ethiopian public organizations use technical assistance knowledge for their strategic planning and strategic leadership practices. These findings assisted the researcher to either prove or disprove the first research proposition as stated above.

- Paragraph 6 Section 5.3.1 (a) conclude that Ethiopia public organizations are practicing strategic management principles, approaches, and tools. However, they have gap in participation and answering how questions that are very important to have effective, efficient, and sustainable service delivery.

- Paragraph 5 of section 5.3.1 (b) conclude that to some extent Ethiopia public organizations leadership exercises strategic leadership. However, they have gap in focusing on key strategic issues. Leadership also has gap in conceptual understanding of strategic leadership. The practice also faced with gap in capacity and competency, and priority setting.

- Paragraph 3 of section 5.3.1 (c) conclude that to some extent Ethiopia public organizations are practicing transformational/visionary leadership. They have the thinking. However, in practice, they have gap in being actually transformational and visionary. There are gaps in having good organizational environment and in their capacity and competency. Besides, the real meaning and concept of transformational and visionary leadership seems not conceptually well understood.

- Paragraph 6 of section 5.3.1 (d) conclude that to some extent Ethiopia public organizations are practicing change management and leadership is leading change. However, the change effort faced with different problems. There is gap in having good environment for change management. Some change initiatives are not also based on empirical evidences and gap identification. There are also cases that change initiatives have been destructing existing knowledge. Some of these are due to
capacity and awareness gap. Change efforts seem not strategic and systemic. Furthermore, the understanding of change management and leading change is different and not well conceptualized at strategic level.

- Paragraph 7 of section 5.3.1 (e) conclude that in Ethiopian public organizations project and programs have alignment, strategic fit, coherence, harmonization with strategic plans. To some extent, leadership/executives have also role on SPM. However, there are some gaps also in alignment and strategic priorities. There are situations that leadership/executives involvement on SPM become limited. Besides, there seems conceptual understanding gap on EPM and SPM.

- Paragraph 7 of section 5.3.1 (f) conclude that DA projects and programs have reasonable contribution for the success of Ethiopia public organizations, poverty reduction, and growth. However, it is difficult to know the contribution of DA TA and/or is limited. In addition, it seems that DA TA knowledge is not being managed well.

- Paragraph 6 of section 5.3.1 (g) conclude that despite good efforts, CB and CD effort from DA TA has serious problem: it has institutional problem, not sustainable, is not systemic, not strategic, and not based on informed knowledge. It is not designed and has not capacity to transform the country. It is not in a position to transform the country. The concept of CB and CD and how capacity developed in sustainable manner seems also not well understood. CB and CD need evidence based and knowledge based management.

- Paragraph 4 of 5.3.2 (a) conclude that there are KM activities in public organizations of Ethiopia. However, KM activities are ad hoc: there is no systemic KM, not strategic, not planned, not organized, and not managed. Besides, the conceptual understanding of KM is not developed well. This is due to the fact that leadership and management is not own systemic KM at strategic level.

- Paragraph 2 of section 5.3.2 (b) conclude that knowledge is being created from DA TA projects and programs. However, the knowledge creation effort would have been better if it has been implemented in different way. In the way that host organisations/institution, target groups, individuals who are targeted for capacity building can participate in the creation of knowledge. This helps and encourages
innovation, inherit knowledge, retain knowledge, and to develop knowledge. It can help also to have sustainable knowledge and sustainable knowledge management. It would help related knowledge management activities that include knowledge sharing and knowledge utilizations. At the end, all these help to build the capacity of public organizations of Ethiopia.

- Paragraph 2 of section 5.3.2 (c) conclude that knowledge is transferred/shared/disseminated from DA TA projects and programs to government/public organization of Ethiopia. This is a good potential if there is systematic KM and knowledge utilization.

- Paragraph 2 of section 5.3.2 (d) conclude that knowledge utilization from DA TA is poor/weak. This is due to the fact that knowledge use is not institutionalized, and there is no knowledge system. Such situation is also related to gap in conceptual understanding of knowledge utilization.

- Paragraph 3 of 5.3.2 (e) conclude that DA TA knowledge is not being used wisely in Ethiopian public organizations. This suggests that there is no effective, efficient, and sustainable knowledge use from DA TA.

- Paragraph 5 of section 5.3.3 (a) conclude that there is reasonable participation in DA TA strategic planning and strategy implementation activities. However, the participation lacks clarity. One of the reasons seems lack of clear role and responsibilities. This is inline to absence of system. It also goes with the level of attention and focus that development partners give for DA TA and TA knowledge.

- Paragraph 8 of section 5.3.4 (a) conclude that DA TA knowledge is being used for strategic planning and strategy implementation in Ethiopia public organizations.

- Paragraph 9 of section 5.3.4 (a) conclude that DA TA knowledge use for strategic management and strategic leadership is limited (less than average). In addition, DA TA knowledge use for strategic leadership practices that government organizations executive and directors/managers use it to lead and transform their organizations and to achieve organizations strategic vision and mission is limited (less than average). Furthermore, DA TA knowledge use for strategic leadership practices that
government organization executive, directors, and employee use it towards the country poverty reduction, growth, and prosperity for instance achieving GTP I and GTP is limited (less than average). All these show that strategic management and strategic leadership, and strategic benefit of knowledge use are not conceptually well understood; and DA TA knowledge utilization is not systemic.

- Paragraph 7 of section 5.3.4 (b) conclude that there is no systemic way of DA TA knowledge use/application/utilization in Ethiopia public organizations.

- Paragraph 2 of section 5.3.4 (c) conclude that though there is some practice in accommodating emergent changes based on new knowledge gained from DA TA projects and programs, the practice is limited (less than average).

- Paragraph 4 of section 5.3.5 (a) conclude that to some extent there are strengths in DA TA knowledge utilization by the Ethiopian public organizations. Government/public organizations are using DA TA knowledge. There are also some commitments and interests that leadership, management, and experts play good role in using DA TA knowledge. There are also good examples of DA TA projects that can be scaled up and replicate. There are established institutions, structures, management and human resources that facilitate good use of knowledge. There are also other lists of strengths. It would be advisable for Ethiopia public organizations to assess their environment regarding DA TA knowledge use.

- Paragraph 5 of section 5.3.5 (b) conclude that DA TA knowledge use weakness in the Ethiopian pubic organization is strategic and systemic. It relates to ineffective, inefficient, and unsustainable institutional knowledge use, absence of KM system, lack of accountability and responsibility in knowledge use. The weaknesses are also related to gap in partnership, gap of capacity and competency, and mismanagement of training. Such situations indicate that there is significant capacity and competency gap in Ethiopia public organizations in order to utilize DA TA knowledge. This also indicates DA TA CB and CD has not been result oriented in building capable, sustainable, and green public institutions. One of the reasons, among others, is lack of conceptual understanding on the subject matter that demands policy, strategy, legal frameworks.
• Paragraph 5 of section 5.3.6 (a) conclude that DA TA has existing commitments and potential resources and capabilities. There are already committed resources from DA TA. If mobilized and used in effective, efficient, and in sustainable way, it would contribute better. Other opportunities include new global trends, global knowledge, availability and multiple source of knowledge; new thinking of KM, new methods and tool to access, customize, and use knowledge; GTP II, the country direction for growth and development; technology and the younger generation interest for technology. There are also other DA TA knowledge use opportunities. Government/public organizations of Ethiopia need to assess these opportunities and use them properly.

• Paragraph 3 of section 5.3.6 (b) conclude that there are threats to utilize DA TA knowledge for strategic planning and strategic leadership practices by Ethiopia public organizations. From high influence to low influence, these are (a) foreign influence. Ideological, political, economical, and cultural influence, not to look inside to solve problems, effect of globalization towards thinking the same, trends of having common culture and value (b) decreasing DA TA resource, global crises due to disaster, insecurity and instability. (c) Dependency syndrome; brings sustainability problem, resulted in neglecting indigenous knowledge (d) Absence of systemic and comprehensive thinking, problems related to sustainability, destruction and loss of knowledge, ignorance for indigenous knowledge. (e) Priority differences among partners that would create misunderstanding in the partnership.

Based on the above main conclusions of the research analysis and synthesize on the number of ways in which most Ethiopian public organizations use technical assistance knowledge for their strategic planning and strategic leadership practices. But, the participation in strategic planning, knowledge use, understanding on strategic management and strategic leadership, strategic benefit of knowledge use is not conceptually well understood and the practice is not systemic. This research has therefore proved the first research proposition (Rprop 1).
5.5 Answering Sub Research Question (SRQ 2): What is the working relationship and understanding of public organizations, development consultants, and development aid agencies towards knowledge utilization?

The objective of this section is to answer the SRQ 2 and to prove or disprove RProp 2 with the aim of eventually answering the MRQ that this study seeks to answer.

5.5.1 DA TA Knowledge Use Partnership

Under this section, answer for SRQ 2 that include clarity of partnership (working relationships, understanding, and partnership), partnership need, knowledge need, CB and CD, knowledge network, and knowledge culture are presented.

(a) Clarity of partnership (working relationships, understanding, and partnership)

Chapter two section 2.2.3 discuss that KM and knowledge use collaboration and partnership is important both in the organization and inter organizations of different partners and stakeholders who have common interest in particular development or business agendas.

Chapter two section 2.2.9 discusses that if development partners need to see impact from the DA TA partnership, ODA TA projects and programs they need to see how the knowledge gained from this effort is utilised effectively, efficiently, and sustainably. For this clear partnership is critical.

Section 4.10.1 reveals that DA TA partnership (without looking it from knowledge utilization perspective) seems partially clear but not fully clear. Its clarity is not clear cut, it is about average. However, it is important to note that section 4.0.1 reveals that DA TA partnership is not clear from knowledge utilization perspective.

Table 4.31 of section 4.10.1 gives different picture on the clarity of partnership. Donor organization respondents (100%), government organizations respondents (71%) believe that the working relationship, understanding, and partnership of public organizations, development consultants, and development aid agencies in DA TA is clear. Whereas academicians/specialists group (57%) believe that the working relationship, understanding, and partnership of public organizations, development consultants, and development aid agencies in DA TA is not clear; only 43 % academicians/specialists believe on its clarity.
Table 4.31 of section 4.10.1 also reveals that FGD participants (64%) believe that the working relationship, understanding, and partnership of public organizations, development consultants, and development aid agencies in DA TA is not clear - only 36% who believe on the partnership clarity. From FGD, FGD1 (63%) believe on the partnership clarity - only 37% who believe on the partnership clarity; FGD2 (100%) do not believe on the partnership clarity - 00% who believe on its clarity.

Table 4.31 of section 4.10.1 also reveal that majority of study groups (G+C+D) (76%), and majority respondents (68%) believe that the working relationship, understanding, and partnership of public organizations, development consultants, and development aid agencies in DA TA is clear. It should be noted that this result is without considering knowledge utilization.

Table 4.33 of section 4.10.1 reveals that donors organizations (D) respondents strongly believe that the working relationships, understanding, and partnership of public organizations, development consultants, and development aid agencies in DA TA is clear. Study groups (G+C+D) also believes on DA TA partnership is clarity. However, majority of respondents believe that the working relationships, understanding, and partnership of public organizations, development consultants, and development aid agencies in DA TA is not clear; only minority of respondents believe on its clarity. It should be also noted that this result is without considering knowledge utilization.

Table 4.32 of section 4.10.1 reveals that significant majority of respondents (> 77%) strongly believe that the working relationship, understanding, and partnership of public organizations, development consultants, and development aid agencies towards DA TA knowledge utilization for strategic management and strategic leadership practices is not clear; only < 23 % who believe on its clarity.

Table 4.34 of section 4.10.1 reveals that majority of respondents believe that working relationship, understanding, and partnership of public organizations, development consultants, and donor agencies in DA TA knowledge utilization for strategic management and strategic leadership activities is not clear; only minority believe on its clarity.

The research conclude that DA TA partnership (working relationships, understanding and partnership) clarity is on average. However, this implies that how this on average clarity affects DA TA partnership from knowledge utilization perspective. It might be difficult to expect clear TA knowledge utilization partnership while the overall framework partnership is not strongly clear.
The research also conclude that DA TA partnership (working relationships, understanding and partnership) from knowledge utilization perspective is not clear. DA TA partnership is not clear from the perspective of knowledge utilization for strategic management and strategic leadership practices. If it is not clear, then DA TA partnership to have sustainable knowledge utilization is in question. It might be the case that sustainability cannot be granted without having a clear picture on DA TA knowledge use partnership.

(b) Partnership need and knowledge need

As presented in section 4.3.2 most respondents believe that DA TA partnership is need based/demand driven. But, there are also some respondents who believe that DA TA is push based/donor driven. There are few who believe that it is both need based and push based.

Table 4.35 of section 4.10.2 reveals that academicians/specialists group (100%) strongly believe that DA TA partnership is need based. Whereas, FGD (50%) response is not conclusive. From FGD, FGD1 believe that it is need based (63%), FGD2 believe that it is not need based (67%). Nonetheless, significant majority of respondents (82%) strongly believe that DA TA partnership is need based. It should be noted that this finding is without including knowledge utilization situation.

Chapter two section 2.2.5 discusses that sometimes TA is push factor than demand driven.

In chapter two section 2.2.5, Williamson (2009) states that 'the ability of foreign aid to achieve its goals is called into question; widespread conceptual and empirical literature suggests that foreign aid is ineffective'. Similarly, Kanbur and Sandler (1999: 1) states, among different problems, lack of “ownership” of development projects and programs by countries receiving assistance and lack of coordination among donors. They further emphasize that these problems have aggravated the increasing aid dependence in the poorest countries.

Chapter two section 2.2.5 also discusses that if the overall aid is not effective then the associated TA may not be effective. Because TA is dependent on aid or part of the overall DA support. TA is part of development aid. And/or there is no conclusive evidence that shows TA is effective. The question is public organizations, development consultants, and donors know the value of development aid money in terms of knowledge utilization? How far? What are the indicators and measurement tools?
Table 4.36 of section 4.10.2 describes DA TA knowledge need to utilize it in the Ethiopia public organizations for their strategic planning and strategic leadership practice is on average. About half or respondents believe that there is need for DA TA knowledge. Whereas, about quarters of respondents believe that it has donor push factor. They state that there are adequate national staffs who can give the knowledge. According to them, there is no need as such. Few respondents state that donors have their own hidden agenda; they also suggest that there would be element of knowledge need from donors and consultants side that would be gained from Ethiopia public organization and/or from DA TA partnership processes. On the other hand, few respondents also state that government works to retain knowledge from TA. There are also 4 different responses.

As indicated in chapter two section 2.2.5, one can learn from Wilson (2007) work that from the perspective of development aid TA, knowledge is gained by partnership. It is not one side flow.

The research conclude that despite it has push based/donor driven elements, DA TA partnership is need based. DA TA partnership is needed by Ethiopia public organizations. However, it should be noted that this does not mean that DA TA is needed for knowledge use. The need indicates overall all TA need. Despite TA is mainly related to knowledge and capacity building, it has other elements as well. Organizations need TA also for other reasons including its attached finance. This is evidenced in other parts of this research report.

The research also conclude the fact that DA TA knowledge need by Ethiopia public organizations to utilize it for their strategic planning and strategic leadership practices is on average. Knowledge is needed, but not strongly needed. In combination with other facts discussed, this might affect the clarity of DA TA partnership for knowledge utilization for Ethiopia public organization strategic planning and strategic leadership practices. This average knowledge need of Ethiopia public organizations might also suggest that why the actual knowledge utilization is not: strategic, wise, effective, efficient, and sustainable. This gives insight that they do not give high value for DA TA knowledge. When it comes ,they use it. But, they do not use it properly. In fact, this might have also relations with the unsystematic nature of knowledge use.

The research also conclude, as discussed above, there is need for DA TA partnership. There is also need for DA TA knowledge. The first thing to do to have wise use of DA TA knowledge is having very clear DA TA need. And the need is there. The next thing to do is having DA TA knowledge need; it is on average. But it should be also noted that,
government/public organizations need the partnership and TA knowledge for other reasons, mainly for it's associated finance. Therefore, there may be need of knowledge by its own. But it should be seen with other related facts. By itself, it does not suggest that DA TA partnership is clear from knowledge utilization perspective.

The research also conclude that when it comes to practice, DA TA need is not much reflected in the DA and DA TA agreements clearly; it is on average. It becomes unclear in DA TA agreement from knowledge utilization perspective. This shows a clear trend that indicates DA TA partnership is not clear from knowledge utilization perspective. This trend might affect clarity of the partnership from knowledge utilization for strategic planning and strategic leadership perspective. This fact is also evidenced by other facts of this section. It has also relations with other facts of this chapter. All these lead to conclude that the partnership towards knowledge utilization for strategic planning and strategic leadership is not clear. This conclusion is evidenced clearly in paragraph 11 section 5.5.1 (a) of this theme.

(c) CB and CD

Chapter four section 4.10.3 reveals that government/public organizations needs CB and CD. CB efforts achieved some results. However, CB has system problem in sustaining capacity. Capacity building effort lacks institutional sustainability. DA TA partnership CB effort from the perspective of knowledge utilization for Ethiopia public organizations strategic planning and strategic leadership practices is not building capacity and/or is not developing capacity.

Table 4.37 of section 4.0.3 reveals that significant majority of respondents (> 68%) believe that DA TA partnership is not building capacity from the perspective of knowledge utilization for Ethiopia public organizations strategic planning and strategic leadership practices; only 32% believe that it is building capacity from the perspective of knowledge utilization.

Chapter two section 2.4.6 discusses that under GTP, Ethiopia MoFED (2010: 104 - 106) indicates its commitment. Ethiopia MOFED discusses that CD would help to implement government policies, strategies, and programs in an efficient, effective, transparent, and accountable manner through organizational development and improving operational systems and procedures. The plan also indicates both human resource development (HRD) and institutional capacity building. As implementation strategy, the role of information communication technology (ICT) was emphasized. ICT also got emphasis as sub sector under CD good governance part of the plan. But, in this plan, attention was not given for KM, knowledge, and knowledge utilization. This is a
major gap. Knowledge that gained from capacity building effort should be utilized properly and systematically.

Chapter two section 2.2.8 discusses that to make ODA CB and CD successful clear understanding and country ownership is so important. Ownership goes also with sustainability. However, there is no clear empirical evidence if ODA CB and CD contribute for developing countries sustainable development. The approach of ODA CD is not also clear from knowledge utilization perspective; there is no empirical evidence. If the CD effort is not understood from wise use of knowledge, it may not possible to have sustainable CB and CD intervention that can contribute for countries poverty reduction, growth, and development.

Chapter two section 2.2.5 discusses that capacity can be built by partnership and shared among stakeholders and everyone has a role to build the other capacity. Development aid agencies need to think about their policy about TA and its role in KM and knowledge utilization.

Chapter one section 1.1.15 discusses that success or failure of TA activity would be considered as the success or failure of knowledge utilization of TA by public organizations. This is because TA knowledge utilization is a subset of overall TA effort. In fact, in most cases, the purpose of TA is capacity building and that capacity building result/impact should be reflected by knowledge utilization of public organizations. Otherwise, what is the purpose of TA? Besides, consultants are knowledge workers. And, their main role is to build capacity and that capacity should enhance the knowledge utilization capacity of public organizations sustainably. Creating and sharing knowledge from TA activities is not enough. It should be utilized wisely. When the knowledge is utilized wisely then one could say the capacity of public organization is developed. If not, what is the value of all efforts of TA CB and CD?

Therefore, the research conclude that DA TA partnership is not building capacity from the perspective of knowledge utilization for Ethiopia public organizations strategic planning and strategic leadership practices. This might affect the clarity of DA TA partnership for knowledge utilization for Ethiopia public organization strategic planning and strategic leadership as indicated in paragraph 11 section 5.5.1 (a) of this theme.

(d) Knowledge network

Table 4.38 of section 4.10.4 describes knowledge network situation in Ethiopia public organizations. About half of respondents believe that knowledge network situation in Ethiopia public organizations in relation to DA TA partnership characterized by poor knowledge network.
Whereas, about one fifth of respondents believe that there is good knowledge network. Table 4.38 of section 4.10.4 also describes, some respondents mention that knowledge network works well when upper manager has influence; knowledge network is on average; it is donors who do knowledge network. Donors work more on knowledge network; Weak technology. That makes knowledge access is limited; long government bureaucracy, holds many things. Table 4.38 of section 4.10.4 also describes 6 different responses on knowledge network.

The research conclude that though there are some positive sides, knowledge network situation in Ethiopia public organizations in relation to DA TA partnership is characterized by poor knowledge network. Besides, conceptual understanding of knowledge network is not well developed. This might affect the clarity of DA TA partnership for knowledge utilization for Ethiopia public organization strategic planning and strategic leadership as indicated in paragraph 11 section 5.5.1 (a) of this theme.

(e) Knowledge culture

Table 4.39 of section 4.10.5 describes knowledge culture situation in Ethiopia public organizations. About two third of respondents believe that knowledge culture situation in Ethiopia public organizations in relation to DA TA partnership and DA TA projects & program environment is characterized by poor/weak knowledge culture. Based on table 4.39 of section 4.10.5, about a quarter of respondents mention that poor conceptual understanding of knowledge and knowledge utilization, poor system on knowledge utilization, poor practice and research on knowledge utilization, priority problem.

Table 4.39 of section 4.10.5 also describes other knowledge culture situations. These are knowledge culture is on average, conceptual understanding on the topic is moderate, but not based on strategic thinking, it is getting momentum, it is reflected in studies, curriculum, master course; different working culture creates misunderstanding; lack of trust for TA, misunderstanding about TA, value differences about TA; learning culture gap, no value and practice for lesson learnt. There are also 7 different responses on knowledge culture that show the conceptual understanding on the topic is different.

Chapter two section 2.2.9 (c) discusses that leadership plays key role to have sustainable use of knowledge. Feltman (2012, 124) states that middle and front end managers need to demonstrate transformational leadership attributes to develop and support a knowledge culture; this essentially determine the success of KM programmes through developing a knowledge culture in their specific teams or divisions. Feltman (2012, 125) further states that 'effective management and
leadership are integral to each other and leadership at all managerial levels is required to develop a desired culture’.

The research conclude that though there are some positive signs, knowledge culture situation in Ethiopia public organizations in relation to DA TA partnership and DA TA projects & program environment is characterized by poor/weak knowledge culture. Besides, conceptual understanding of knowledge culture is not well developed. This might affect the clarity DA TA partnership for knowledge utilization for Ethiopia public organization strategic planning and strategic leadership as indicated in paragraph 11 section 5.5.1 (a) of this theme.

5.5.2 DA TA Knowledge Use Partnership, Happiness and Business Success

Under this section, answer for SRQ 2 that include happiness in partnership, development and business success are presented.

(a) Happiness in partnership

Table 4.40 of section 4.11.1 indicates DA TA partnership happiness. About one third of respondents state that government is happy due to the TA resources and knowledge. About a quarter of respondents state that consultants are happy because they get jobs; Donors are happy. Donors become happy when they see results. Happy when the government achieve its development goals and objectives. Similar size of respondents state that all partners (government, consultants, and donors) are happy. About one six of respondents state that government is not happy.

Table 4.40 of section 4.11.1 also indicates more happy/unhappy situations and possible explanations. These include donors become unhappy when the result is not good; consultants are not happy, consultants will not happy when the government do not utilize TA knowledge well; government become unhappy when the result from TA is not good, but government does not unlike TA; there are times that all partners become happy; there are times that all partners become unhappy; for consultants this is not an issue for them, consultants do not care; government/public organizations and donors are happy. Table 4.40 of section 4.11.1 also indicates 11 different happy/unhappy situations and their explanations.

The research conclude that there are very different perception of happiness/unhappiness with different explanations by government/public organizations, development consultants,
and donor agencies about DA TA partnership. No partner is strongly happy or strongly 
unhappy. All the three partners are happy and unhappy. Government/public organizations 
seem a bit happier, then development consultants and donor agencies. At the same time 
government is unhappy than the other two partners. There are also times that all the three 
partners become happy/unhappy. There are more scenarios and explanations. These all 
show that the relationship, understanding and collaboration in DA TA partnership is 
different and unclear. It shows also that the conceptual understanding of the subject matter 
is also limited.

(b) Development and business success

Table 4.41 of section 4.11.2 reveals, > 94% respondents strongly believe that effective, efficient, 
and sustainable DA TA knowledge utilization by government organization for their strategic 
planning and strategic leadership practices can be considered as public organizations development 
success.

Table 4.42 of section 4.11.2 reveals, > 94% respondents strongly believe that effective, efficient, 
and sustainable DA TA knowledge utilization by government organization for their strategic 
planning and strategic leadership practices can be considered as public organizations development 
success.

Table 4.43 of section 4.11.2 reveals, > 93% respondents believe that effective, efficient, and 
sustainable DA TA knowledge utilization by government organization for their strategic planning 
and strategic leadership practices can be considered as a development aid agencies (donors) 
success.

Table 4.44 of section 4.11.2 reveals, significant majority of respondents strongly believe that the 
successfulness of DA TA partnership and cooperation in strategic and wise use of knowledge is 
limited (less than average).

In chapter two section 2.4.1, United States of America Central Intelligence Agency (CIA) (2015) 
states that based on 2014 estimate the country had Growth Domestic product (GDP) (purchasing 
power parity) 139.4 billion USD, GDP per capita (PPP) 1500 USD (which is among the lowest in 
the world), GDP official exchange rate $52.34 billion, and GDP real growth rate of 10.3%.

In chapter two section 2.4.3, Development Assistance Group (DAG) (2014) states that in 2012 the 
country received USD 3.3 billion (including USD 435 million in humanitarian aid) in ODA. 
According to DAG, the ODA was about one third of the government annual official budget. The
source was from the 22 bilateral and 24 multilateral organizations (DAG + others) actively supporting Ethiopia. In chapter two section 2.4.3, DAG (2014) also states that, in 2013, total ODA to Ethiopia was USD 3.9 billion. And, aid on-budget reached USD 2.9 billion from July 2013 to June 2014 (this figure includes sources from China, India, and Saudi Arabia, etc.). From this, that ODA provided the share of grant compare to loans, the grant (development aid) was 68%. According to DAG (2014: 1), for the reporting period of July 2013 - June 2014, 27 DAG members provided a total of USD 3.1 billion in grants and concessional finance.

In chapter two section 2.2.5, Williamson (2009) states that 'the ability of foreign aid to achieve its goals is called into question; widespread conceptual and empirical literature suggests that foreign aid is ineffective'. Williamson (2009) also states that both donors and recipients must obtain the necessary information to actually target and achieve desired goals.

In chapter two section 2.2.6, Loxley (2016: 123) states that donors and recipients have spent large sums over decades on ODA and counterpart funding to reduce poverty, ignorance, and unemployment. Loxley (2016) further states that impact assessment finds ODA to be successful when ideas flow openly between development partners. In chapter two section 2.2.6, Zarzu and Scarlat (n. d) discusses, most of know how comes through communication that comes through tacit knowledge learned. On the other hand, Julian (2016) states that mental models, culture, social structures affect the acceptance of demonstrated results by some stakeholder. Zaghab (2012) stress the importance of trust among team members and project stakeholders plays significant role for projects and programs success. Tiwari (2015) states that the success of collaborative ventures would be determined by how knowledge is identified, coordinated, or used.

Chapter two section 2.2.5 further discusses that ODA TA success has also some relation with the public organization policy nature, culture & trust, networking and cooperation, innovation diffusion, etc. KM and knowledge utilization are essential for the success of ODA TA. Nevertheless, what is the essence of TA? How can one measure its success and impact?

In chapter two section 2.4.5, Grant (2013) further states that to utilize knowledge and to build organizational capability one need to replicate it. And, the replication is much easier if the knowledge is an explicit form. However, Grant (2013) also emphasize that if the knowledge is in explicit form, it is easier for rivals to imitate the knowledge. Grant (2013) also states that facilitating internal replication, while limiting external; replication is a key challenge for consulting firms.
In chapter two section 2.2.7, Massey and Walker (1999: 38) suggest that consultant is central for the achievement of organisational development and success. They discuss that the interaction between managers and consultants may be a way for learning organisations to continue learning and developing.

Chapter two section 2.2.8 discusses that United Nations General Assembly (2015) does not give enough emphasis on KM in general and knowledge utilization in particular. Knowledge if not applied wisely does not have value. Data and information are bases for knowledge and wisdom. Information and communications technology are tools. They are not end by themselves. Despite United Nations General Assembly (2015) states that 'encourages knowledge-sharing and the promotion based on cooperation and partnerships between stakeholders'; it does not give emphasize KM as a process and its components, and KM utilization. This makes the commitment incomplete and not strategic mainly to have successful international development partnership to solve some strategic management and strategic leadership capacity gaps in developing countries like Ethiopia.

Similarly, in chapter two section 2.2.9, K`uhl (2009: 552) questions donors commitment that 'the actions of a donor organization aimed at supporting people and local organizations in the effort to extend their own capabilities'.

Chapter two section 2.4.5 discusses that how development consulting firms built capacity and capability of their clients. These days, knowledge platforms are growing and pervasive. Their competitors would know their knowhow. If so, how far development consulting firms are willing to develop the capacity of their clients/public organizations? If consultants do not share their explicit and tacit knowledge to their clients then there might not be strategic knowledge that would be utilized by public organizations. This would jeopardize DA TA partnership in general and DA TA ‘CD’ effort in particular.

The research conclude that, yet, DA TA partnership and cooperation is not successful in strategic and wise use of knowledge for strategic planning and strategic leadership practices by Ethiopia public organizations.

There is no conclusive scholarly agreement on the benefit of DA and DA TA. But the research also conclude that based on the finding of this research that presented above; given the size of DA contribution to Ethiopia economy; and due to subsequent economic growth of Ethiopia, DA is adding value and it has more potential to add value.
On the other hand, the research also conclude that though it seems it has contribution to less extent, the overall contribution and benefit of DA TA is questionable. It seems not at it should be. This is evidenced with the fact that DA TA knowledge is not used wisely and strategically by Ethiopian public organizations for their strategic management and strategic leadership practices in systemic way. If there is effective, efficient, and sustainable DA TA knowledge utilization by government organizations of Ethiopia for their strategic planning and strategic leadership practices; that can be considered as their developmental effort success. Doing that would contribute for poverty reduction and growth.

The research also conclude that there are ongoing debates on the clarity and benefits of commitments from donors and development consultants for the benefit of developing countries. There are also debates what benefit DA TA has for donors and international development consultants. Their real role for developing countries poverty reduction and growth is still debatable. It is not clear yet. This might give insight, why the partnership is not clear from knowledge utilization perspective.

But, based on the finding of this research as discussed above; donor and consultants commitments; and due to the interlinked nature of the partnership the research conclude that if there is effective, efficient, and sustainable DA TA knowledge utilization by government organizations of Ethiopia for their strategic planning and strategic leadership practices that can be considered as their development success. At the same time such situation can be considered as a business success for development consulting firms and consultants; and for development aid agencies (donors) success (value of money).

5.5.3 Effective, Efficient, and Sustainable Use of DA TA

Under this section, answers for SRQ 2 that include effective, efficient, sustainable use of DA TA knowledge are presented.

(a) Effective use of DA TA knowledge

Table 4.45 of section 4.12.1 reveals, significant majority of respondents (study groups 73%, study groups and academicians/specialist 76%, FGD 93%) strongly believe that TA knowledge utilization by public organizations for strategic planning and strategic leadership practices is not in effective way. Only 27% of study groups and 24 % of study groups and academicians/specialist believe that it is use in effective way. Table 4.46 of section 4.12.1 also reveals, significant majority of respondents strongly believe that TA knowledge utilization by public organizations for
strategic planning and strategic leadership practices is not effective; only minority respondents believe that the use is effective.

In chapter two section 2.2.9 (a) Yukl (2013) discusses that one of the ten leadership functions/essence and effective leadership in contemporary world is encouraging and facilitating collective learning. He highlights further that in a highly competitive and turbulent environment, continuous learning and innovation are essential for the survival and prosperity of an organization.

In chapter two section 2.2.9 (a), Chigada (2014: 11) discuss that in the knowledge-based economy, managers focus on issues of knowledge capital over more traditional assets and on the capability of their organisations to harness these knowledge assets. Chigada (2014) further states that effective KM requires long term commitment from all organisational members, who should be receptive to external and internal environmental changes. Likewise, according to Chidambaranathan and Swarooprani (2015: 758), several researches have established a strong connection between KM and organizational effectiveness and shown how various factors like culture, leadership, systems and processes affect the effectiveness of an organization.

In chapter two section 2.2.9 (a), Balaskas, et al (2009, iv) state that ODA has not yet yielded the expected results due to lack of effectiveness and that ODA has not yet yielded the expected results. Balaskas, et al (2009) discuss that several possible causes of ODA's disappointing lack of effectiveness include: unfavourable conditionality, lack of recipient ownership, lack of recipient capacity, aid dependence, donors not meeting commitments, and donor fragmentation of ODA.

As facts (evidences) show in different sections of this chapter, Ethiopia public organizations have many weaknesses and faced many challenges that are related to effectiveness. Hopefully, using available opportunities, Ethiopia public organizations will be more effective in their use of DA TA knowledge sometime in the future.

The research conclude that Ethiopia public organizations use of DA TA knowledge for their strategic planning and strategic leadership practices is not in effective way. Its practice is not effective.

(b) Efficient use of DA TA knowledge

Table 4.47 of section 4.12.2 reveals, significant majority of respondents (study groups 77%, study groups and academicians/specialists 79%, FGD 100%) strongly believe that TA knowledge utilization by public organizations for strategic planning and strategic leadership practices is not in
efficient way. Only 27% of study groups and 21% of study groups and academicians/specialists believe that it is use in efficient way. Table 4.48 of section 4.12.2 reveals, significant majority of respondents believe that TA knowledge utilization by public organizations for strategic planning and strategic leadership practices is not efficient. Only minority respondents believe that the use is efficient.

In chapter two section 2.2.9 (b), Feltman (2012: 4) discusses that knowledge and its management is prioritised with a shift more toward managing the people who hold the knowledge more efficiently. Feltman (2012: 4) states, the new economy public sector needs to demonstrate fast paced innovation to efficiently address increasing needs with an ever-increasing need for improvement in productivity.

In this chapter different sections there are facts (evidences) that public organizations of Ethiopia have many weaknesses and faced different challenges related to efficiency. Using the available opportunities, hopefully, Ethiopian public organizations act efficiently. To do so, KM can help them a lot.

**The research conclude that Ethiopia public organizations use of DA TA knowledge for their strategic planning and strategic leadership practices is not in efficient way. Its practice is not efficient.**

**(c) Sustainable use of DA TA knowledge**

Table 4. 49 of section 4.12.3 reveals, significant majority of respondents (study groups 91%, academicians/specialists 100%, study groups and academicians/specialists 93%, FGD 100%) strongly believe that TA knowledge utilization by public organizations for strategic planning and strategic leadership practices is not in sustainable way. Only 09% of study groups, 00% of academicians/specialists, 07% of study groups and academicians/specialists, and 00% FGD respondents believe that it is used in sustainable way. Table 4.50 of section 4.12.3 reveals, significant majority of respondents strongly believe that TA knowledge utilization by public organizations for strategic planning and strategic leadership practices is not sustainable. Only minority of respondents believe that the use is sustainable.

In chapter two section 2.2.9 (c), Djeflat (2010: 131) states that ‘sustainable development is becoming increasingly a major concern for African countries. They need a relatively high rate of growth GDP; to solve the many problems of poverty and underdevelopment, while insuring
sustainability to their economies. Djeflat (2010) also states that 'it is increasingly recognised that sustainability requires more and more knowledge assets and capabilities'. Djeflat (2010) further discusses that both the conceptual and the empirical analyses have shown that knowledge systems and sustainability are closely inter-linked and relatively highly correlated. Djeflat (2010) also states that knowledge and technology transfer remain paramount to sustainable development in developing countries as whole and African countries in particular.

In chapter two section 2.2.9 (c), it is discussed that to have sustainable use of knowledge organizations should have systems and frameworks. According to Balaskas, Lima & Seed (2009), externally financed programs and projects might be reasonably well implemented during the period of external support but will not be sustained without country ownership. Balaskas, et al (2009: 8) discuss further that the 'Paris Declaration places a strong emphasis on the need for recipient countries to exercise effective leadership over their development policies and strategies, and co-ordinate development actions'. According to Balaskas, et al (2009), with assistance thoroughly aligned to recipient country leadership and development strategies; initiatives have a better chance of building local ownership and momentum such that its effects can be sustained beyond the scope of active funding. Feltman (2012, 125) states that top level managers would also need to be appropriately trained in change management to ensure the sustainability of the effort put into ensuring KM'.

As facts (evidences) show in different sections of this chapter, Ethiopia public organizations have many weaknesses and faced many challenges that are related to sustainability. Hopefully, using available opportunities, Ethiopia public organizations will be more sustainable in their use of DA TA knowledge sometime in the near future.

The research conclude that Ethiopia public organizations use of DA TA knowledge for their strategic planning and strategic leadership practices is not in sustainable way. Its practice is not sustainable.

The research also conclude that one of the reasons to suggest that the working relationships and understanding of the three development partners towards knowledge utilization for Ethiopian public organizations strategic planning and strategic leadership is not clear might be due to ineffectiveness, inefficiency, and unsustainable DA TA knowledge use. Effectiveness, efficiency, and sustainability and DA TA partnership for knowledge use clarity may not always necessarily go together positively. However, in this study effectiveness, efficiency, and sustainability problems are evidenced in many sections and
there are evidences that show they are major problems for good and wise use of DA TA knowledge. Therefore, though not the only factors, they might contribute for the clarity problems of partnership in knowledge use. In other words, if the partnership for knowledge use had been clear, such ineffectiveness, inefficiency, and unsustainable DA TA knowledge use would not have been evidenced at such great scale.
5.6 Proposition 2 and Conclusion (Proving or Disproving Rprop 2)

SRQ 2: What is the working relationship and understanding of public organizations, development consultants, and development aid agencies towards knowledge utilization?

RProp 2: The working relationships and understanding of public organizations, development consultants, and development aid agencies towards knowledge utilization for strategic planning and strategic leadership is not clear. This is in relation to clarity of partnership from knowledge utilization for strategic planning and strategic leadership perspective: how far the partnership is need based, how far the partnership is building capacity, happiness about the partnership and possible explanations of effective, efficient, and sustainable knowledge utilization for strategic planning and strategic leadership practices by Ethiopia public organizations.

The following is a summary of the main research findings related to the first research sub question (SRQ 2), showing the working relationships and understanding of public organizations, development consultants, and development aid agencies towards knowledge utilization. These findings assisted the researcher to either prove or disprove the second research proposition as stated above.

- Paragraph 10 of section 5.5.1 (a) conclude that DA TA partnership (working relationships, understanding and partnership) clarity is on average. However, this implies that how this on average clarity affects DA TA partnership from knowledge utilization perspective. It might be difficult to expect clear TA knowledge utilization partnership while the overall framework partnership is not strongly clear.

- Paragraph 11 of section 5.5.1 (a) conclude that DA TA partnership (working relationships, understanding and partnership) from knowledge utilization perspective is not clear. DA TA partnership is not clear from the perspective of knowledge utilization for strategic management and strategic leadership practices. If it is not clear, then DA TA partnership to have sustainable knowledge utilization is in question. It might be the case that sustainability cannot be granted without having a clear picture on DA TA knowledge use partnership.

- Paragraph 8 of section 5.5.1 (b) conclude that despite it has push based/donor driven elements, DA TA partnership is need based. DA TA partnership is needed by Ethiopia public organizations. However, it should be noted that this does not mean that DA TA is needed for knowledge use. The need indicates overall all TA need. Despite TA is mainly related to knowledge and capacity building, it has other
elements as well. Organizations need TA also for other reasons including its attached finance. This is evidenced in other parts of this research report.

- Paragraph 9 of section 5.5.1 (b) conclude that fact that DA TA knowledge need by Ethiopia public organizations to utilize it for their strategic planning and strategic leadership practices is on average. Knowledge is needed, but not strongly needed. In combination with other facts discussed, this might affect the clarity of DA TA partnership for knowledge utilization for Ethiopia public organization strategic planning and strategic leadership. This average knowledge need of Ethiopia public organizations might also suggest that why the actual knowledge utilization is not strategic, wise, effective, efficient, and sustainable. This gives insight that they do not give high value for DA TA knowledge. When it comes, they use it. But, they do not use it properly. In fact, this might have also relations with the unsystematic nature of knowledge use.

- Paragraph 10 of section 5.5.1 (b) conclude that there is need for DA TA partnership. There is also need for DA TA knowledge. The first thing to do to have wise use of DA TA knowledge is having very clear DA TA need, and the need is there. The next thing to do is having DA TA knowledge need; it is on average. But, it should be also noted that, government/public organizations need partnership and TA knowledge for other reasons, mainly for its associated finance. Therefore, there may be need of knowledge. But, by its own, it should be seen with other related facts. By itself, it does not suggest that DA TA partnership is clear from knowledge utilization perspective.

- Paragraph 11 of section 5.5.1 (b) conclude that when it comes to practice, DA TA need is not much reflected in the DA and DA TA agreements clearly; it is on average. It becomes unclear in DA TA agreement from knowledge utilization perspective. This all shows a clear trend that indicates DA TA partnership is not clear from knowledge utilization perspective. These trends might affect clarity of the partnership from knowledge utilization for strategic planning and strategic leadership perspective. This fact is also evidenced by other facts of this section. It has also relations with other facts of this chapter. All these lead to conclude that the partnership towards knowledge utilization for strategic planning and strategic leadership is not clear. This conclusion is evidenced clearly in paragraph 11 section 5.5.1 (a) of this theme.

- Paragraph 7 of section 5.5.1 (c) conclude that DA TA partnership is not building capacity from the perspective of knowledge utilization for Ethiopia public
organizations strategic planning and strategic leadership practices. This might affect the clarity of DA TA partnership for knowledge utilization for Ethiopia public organization strategic planning and strategic leadership as indicated in paragraph 11 section 5.5.1 (a) of this theme.

- Paragraph 2 of section 5.5.1 (d) conclude that though there are some positive sides, knowledge network situation in Ethiopia public organizations in relation to DA TA partnership is characterized by poor knowledge network. Besides, conceptual understanding of knowledge network is not well developed. This might affect the clarity of DA TA partnership for knowledge utilization for Ethiopian public organizations strategic planning and strategic leadership as indicated in paragraph 11 section 5.5.1 (a) of this theme.

- Paragraph 4 of section 5.5.1 (e) conclude that though there are some positive signs, knowledge culture situation in Ethiopia public organizations in relation to DA TA partnership and DA TA projects & program environment is characterized by poor/weak knowledge culture. Besides, conceptual understanding of knowledge culture is not well developed. This might affect the clarity DA TA partnership for knowledge utilization for Ethiopia public organization strategic planning and strategic leadership as indicated in paragraph 11 section 5.5.1 (a) of this theme.

- Paragraph 3 of section 5.5.2 (a) conclude that there are very different perception of happiness/unhappiness with different explanations by government/public organizations, development consultants, and donor agencies about DA TA partnership. There is no single partner is strongly happy or strongly unhappy. All the three partners are happy and unhappy. Government/public organizations seem a bit happier, then development consultants and donor agencies. At the same time, government is unhappy than the other two partners. There are also times that all the three partners become happy/unhappy. There are more scenarios and explanations. This all shows that the relationship, understanding and collaboration in DA TA partnership is different and unclear. It shows also that the conceptual understanding of the subject matter is also limited.

- Paragraph 15 of section 5.5.2 (b) conclude that DA TA partnership and cooperation is not successful in strategic and wise use of knowledge for strategic planning and strategic leadership practices by Ethiopia public organizations.
• Paragraph 16 of section 5.5.2 (b) conclude that there is no conclusive scholarly agreement on the benefit of DA and DA TA. But based on the finding of this research that presented above; given the size of DA contribution to Ethiopia economy; and due to subsequent economic growth of Ethiopia, DA is adding value and it has more potential to add value.

• Paragraph 17 of section 5.5.2 (b) conclude that though it seems that it has contribution to less extent, the overall contribution and benefit of DA TA is questionable. It seems not at it should be. This is evidenced with the fact that DA TA knowledge is not used wisely and strategically by Ethiopian public organizations for their strategic management and strategic leadership practices in systemic way. If there is effective, efficient, and sustainable DA TA knowledge utilization by government organizations of Ethiopia for their strategic planning and strategic leadership practices; that can be considered as their developmental effort success. Doing that would contribute for poverty reduction and growth.

• Paragraph 18 of section 5.5.2 (b) conclude that there are ongoing debates on the clarity and benefits of commitments from donors and development consultants for the benefit of developing countries. There are also debates what benefit DA TA has for donors and international development consultants. Their real role for developing countries poverty reduction and growth is still debatable. It is not clear yet. This might give insight, why the partnership is not clear from knowledge utilization perspective.

• Paragraph 19 of section 5.5.2 (b) conclude that if there is effective, efficient, and sustainable DA TA knowledge utilization by government organizations of Ethiopia for their strategic planning and strategic leadership practices that can be considered as their development success. At the same time such situation can be considered as a business success for development consulting firms and consultants; and development aid agencies (donors) success (value of money).

• Paragraph 6 of section 5.5.3 (a) conclude that that Ethiopia public organizations use of DA TA knowledge for their strategic planning and strategic leadership practices is not in effective way. It is practice is not effective.
• Paragraph 4 of section 5.5.3 (b) conclude that Ethiopia public organizations use of DA TA knowledge for their strategic planning and strategic leadership practices is not in efficient way. It is practice is not efficient.

• Paragraph 5 of section 5.5.3 (c) conclude that Ethiopia public organizations use of DA TA knowledge for their strategic planning and strategic leadership practices is not in sustainable way. It is practice is not sustainable.

• Paragraph 6 of section 5.5.3 (c) conclude that one of the reasons to suggest that the working relationships and understanding of the three development partners towards knowledge utilization for Ethiopian public organizations strategic planning and strategic leadership is not clear might be due to ineffectiveness, inefficiency, and unsustainable DA TA knowledge use. Effectiveness, efficiency, and sustainability and DA TA partnership for knowledge use clarity may not always necessarily go together positively. However, in this study, effectiveness, efficiency, and sustainability problems are evidenced in many sections; and there are evidences that show they are major problems for good and wise use of DA TA knowledge. Therefore, though not the only factors, they might contributed for the clarity problems of partnership in knowledge use. In other words, if the partnership for knowledge use had been clear, such ineffectiveness, inefficiency, and unsustainable DA TA knowledge use would not have been evidenced at such great scale.

Based on the above main conclusions of the research analysis and synthesize on the number of ways in which the working relationships and understanding of public organizations, development consultants, and development aid agencies towards knowledge utilization for strategic planning and strategic leadership is not clear. This is in relation to clarity of partnership from knowledge utilization for strategic planning and strategic leadership perspective: how far the partnership is need based, how far the partnership is building capacity, happiness about the partnership and possible explanations of effective, efficient, and sustainable knowledge utilization for strategic planning and strategic leadership practices by Ethiopia public organizations. This research has therefore proved the second research proposition (Rprop 2).
5.7 Answering Sub Research Question (SRQ 3): What are strategic opportunities and challenges in development aid technical assistance knowledge utilization by the Ethiopian public organizations?

The objective of this section is to answer the SRQ 3 and to prove or disprove RProp 3 with the aim of eventually answering the MRQ that this study seeks to answer.

5.7.1 Strategic opportunities to utilize DA TA knowledge effectively, efficiently, and sustainably

Under this section, answer for SRQ 3, strategic opportunities available in the 21st century to utilize knowledge effectively, efficiently, and sustainably is presented.

(a) Strategic opportunities available in the 21st century to utilize knowledge effectively, efficiently, and sustainably

Table 4.51 of section 4.13.1 shows that respondents (100%) strongly believe that there are strategic opportunities available to Ethiopian public organizations in order to utilize DA TA knowledge effectively, efficiently, and sustainably.

Table 4.52 of section 4.13.1 lists strategic opportunities available to Ethiopian public organizations in order to utilize knowledge effectively, efficiently, and sustainably. About one third of respondents identify access to new technology, information technology, innovation, theories, best practices, new initiatives, and internet based knowledge, adoption and customization, and digital economy. Whereas, about a quarter of respondents identify globalization, market accessibility, open world, existing donors; and availability of information and knowledge, KM potential, indigenous knowledge.

Table 4.52 of section 4.13.1 lists also other strategic opportunities. About one six of respondents identify, Ethiopia regional influence and geopolitical location. Government and development partners commitment, existence of support from different donors and voluntary organizations are bringing different partners, FDI to Ethiopia. About one seventh of respondents identify diversity of the country, infrastructure can be mobilized, expansion of universities in the county; professional networks, think thank sources, government can establish think thank group; and the country is led by 5 years strategic plan, GTP II, strategic thinking. Other identified lists include if there is good working environment, there is capacity for change; knowledge need and knowledge
demand. Table 4.52 also lists 7 different responses that show that if Ethiopia public organizations are ready they have many opportunities at hand (in their working environment).

Table 4.53 of section 4.13.1 reveals that respondents believe that all environmental forces would facilitate better the utilization of DA TA knowledge in effective, efficient, and sustainable manner. Based on the influence power from high to low are technological, economic, political, environmental, socio-cultural, and legal.

Despite in other research context, this empirical evidence shows that technology is the most first-hand opportunity, which is supported by other authors.

Chapter two section 2.2.10 (a) discusses that in the contemporary 'knowledge economy' world organizations need to utilize opportunities of knowledge. According to Nicolai, et al (2013), external source of knowledge help to create strategic opportunities that firms can exploit and thereby gain competitive advantages. Zaghab (2011: 54) states, formal technical, scientific, and other forms of codified knowledge have become increasingly exact with new research evidence and technology opportunities that are expanding daily.

In chapter two section 2.2.10 (a), Anduvare (2015: 5) states that new advances in technology in the digital age have brought enormous opportunities for KM: possibilities for enormous storage, accessibility, sharing, creation and dissemination of knowledge have been greatly enhanced through computer technologies. Anduvare (2015) further states that technologies enable valuable knowledge to be remembered, via organisational learning and corporate memory; as well as enabling valuable knowledge to be published, and widely disseminated to all stakeholders.

Though technology is not enough by itself, it can play significant role in facilitating effective, efficient, and sustainable operational, functional, and strategic activities.

Chapter two section 2.2.10 discusses that organizations should identify opportunities wisely and use them. The contemporary world knowledge economy would be considered as opportunity to utilize ODA TA knowledge in Ethiopia public organizations. The knowledge economy is basically based on information/knowledge and communications technologies that are increasingly becoming accessible, cheap, and easy to use. As a result of these opportunities, human talent is developing fast including being multi-tasking. Ethiopian public organizations need to be wise, and use opportunities wisely while avoiding (managing) being overwhelmed by big data and information.
To summarize this section there are strategic opportunities available to Ethiopian public organizations in order to utilize knowledge effectively, efficiently, and sustainably. From high influence to low influence, these include (i) Access to new technology, information technology, innovation, theories, best practices, new initiatives, and internet based knowledge, adoption and customization, digital economy. (ii) Globalization, market accessibility, open world, and existing donors. (iii) Availability of information and knowledge, KM potential, and indigenous knowledge. (iv) Ethiopia regional influence and geopolitical location, government and development partners commitment, existence of support from different donors or voluntary organizations are bringing different partners, FDI to Ethiopia. (v) Diversity of the country, infrastructure can be mobilized, expansion of universities in the county. (vi) Professional networks, think thank sources, government can establish think thank group. (vii) The country is led by 5 years strategic plan, GTP II, strategic thinking.

Another summary to make for this section is that environmental forces would facilitate better the utilization of DA TA knowledge in effective, efficient, and sustainable manner. Based on the influence power from high to low these are: (a) technological (b) economic (c) political (d) environmental (e) socio-cultural (f) legal.

The research conclude that Ethiopian public organizations have different strategic opportunities available in order to utilize DA TA knowledge properly. And these opportunities are mainly related to effective, efficient, and sustainable utilization of knowledge.

5.7.2. Strategic challenges to utilize DA TA knowledge effectively, efficiently, and sustainably

Under this section, answer for SRQ 3, strategic challenges to utilize DA TA knowledge effectively, efficiently, and sustainably is presented.

(a) Strategic challenges to utilize knowledge effectively, efficiently, and sustainably

Table 4.54 of section 4.14.1 shows that respondents (100%) strongly believe that there are strategic challenges faced by Ethiopian public organizations in order to utilize DA TA knowledge effectively, efficiently, and sustainably.

Table 4.55 of section 4.14.1 lists strategic challenges to utilize DA TA knowledge effectively, efficiently, and sustainably. About two third of respondents identify lack of system, sustainability
problem, knowledge utilization is not institutionalized, high staff turnover, capacity gap, policy gap, no KM strategy, human resource management problem, no enabling environment for KM, structural rigidity.

Table 4.55 of section 4.14.1 also lists strategic challenges. About one third of respondents identify partnership gap in understanding, gap in valuing partnership, and partnership practice differences; leadership gap, unfavourable leadership style, unfavourable management style, leadership commitment problem; technology problem, absence of technology, capacity gap to use technology, internet problem, inefficient, less accessible, expensive internet technology, technology is limited, technology problem is limiting effective, efficient, and sustainable KM; Culture gap in strategic thinking, organizational culture problem, bureaucratic organization, lack of listening culture, lack of shared vision, attitude problem, unstable working environment, and consciousness problem.

Table 4.55 of section 4.14.1 also lists other strategic challenges. About quarter of respondents identify institutional capacity gap including having good talent and functional human resource; resource limitation, world changes, emerging global issues, slowdown of economy in developed world.

Table 4.55 also lists strategic challenges that include: ambitious targets; documentation culture is not good even from donor side, awareness gap, mixing database and information with knowledge. Table 4.55 also lists 11 different responses. These different responses one hand show the magnitude of the challenge on the other hand they show the conceptual understanding differences on the topic.

Table 4.56 of section 4.14.1 reveals that significant majority of respondents (> 97%) strongly believe that strategic challenges of knowledge use are related/associated to government organizations, development consultants, and donor agencies weakness in strategic and wise use of DA TA knowledge.

Table 4.57 of section 4.14.1 reveals that respondents consider potential strategic challenges to utilize DA TA knowledge effectively, efficiently, and sustainably. From high effect to low effect, these are awareness gap, lack of system, competency and capacity gap, technology availability and accessibility, inappropriate management style, gap in strategy, resource limitation, structure, and culture gap. It might be important to note that awareness gap shows also that lack of conceptual understanding on the topic in the partnership and in DA TA knowledge use by Ethiopia public organizations.
Table 4.58 of section 4.14.1 reveals, almost all respondents believe that among development partners, government/public organizations have responsibility to lead the process of tackling DA TA knowledge use challenges.

Table 4.59 of section 4.14.1 reveals that significant majority respondents (91%) believe that (among leadership/executives, managers, experts) leadership/senior officials have responsibility the tackling effort DA TA knowledge use challenges.

In chapter two section 2.2.10 (b), Chigada (2014: 44) discusses that the pace at which new technologies are coming into the market brings new types of issues and challenges; therefore, management is also encouraged to adapt to these new technologies as a way of retaining knowledge in the organisation.

In chapter two section 2.2.10 (b), Saint-Onge (1996: 14 - 15) states, the largest barrier to success in implementing change is the lack of fit between strategies and the organization's structures and culture. Saint-Onge (1996) also states organizations often respond to their business environment by adopting new strategies and developing the structures and processes to make them work. Desouza and Paquette (2011: 213) discuss, varies social, organisational, and individual barriers exist between knowledge producers and knowledge consumers, leading to non-utilization, underutilization, or misuse of knowledge. They further discuss that bridging the gap between knowledge generation and application is one of the main challenges of KM. They also discuss that successful companies often reap the reward of consistent and systematic knowledge application and achieve sustained competitive advantage.

In chapter two section 2.2.10 (b), Mbhalati (2010: 360) discusses that low awareness was a challenge in practicing KM. According to Mbhalati (2010), another key challenge faced by most organisations and nations is the development of skills base to sustain productivity; this implies that working and skills are inseparable. Mbhalati (2010) further discusses that social variables are critical to the success of both KM and entrepreneurship. Anduvare (2015:6) also discusses, organisational culture, strategy and leadership play great challenges to have effective KM in organizations.

In chapter two section 2.2.10 (b), Njerimungai (2014: 108) identifies three broad challenges that affect the management of tacit knowledge namely, individual, organizational, and technological challenges. According to Njerimungai (2014), on an individual level, knowledge hoarding, and inaccessibility of persons with tacit knowledge was a challenge; at the organizational level, trust,
lack of cooperation, formal rigid structures and processes were identified; on technology, lack of customized platforms for tacit knowledge sharing were mentioned as challenges for tacit knowledge sharing.

Chapter two section 2.2.10 summarizes that organizations should understand challenges of knowledge use that emanate from internal and external environment of organizations. Some of the challenges related to individual, organizational, and technological. Challenges are also related to organizations strategy, structure, and culture fits. In addition, some of the challenges are related to the difference of interest among development partners. To have effective knowledge utilization organizations should know all the challenges available and need to tackle them appropriately. Thus, challenges discussed above should be understood by development partners in order to have effective, efficient, and sustainable ODA TA knowledge utilization for Ethiopia public organizations strategic planning and strategic leadership practices.

To summarize this section, Ethiopian public organizations face different strategic challenges in order to utilize DA TA knowledge properly. From high influence to low influence, the following challenges are identified. These are: (i) Lack of system, sustainability problem, knowledge utilization is not institutionalized, high staff turnover, capacity gap, policy gap, no KM strategy, human resource management problem, no enabling environment for KM. Structural rigidity. (ii) Partnership gap in understanding, gap in valuing partnership, and partnership practice differences (iii) Leadership gap, unfavourable leadership style, unfavourable management style, leadership commitment problem (iv) Technology problem, absence of technology, capacity gap to use technology, internet problem. Inefficient, less accessible, expensive internet technology, technology is limited, technology problem is limiting effective, efficient, and sustainable KM. (v) Culture gap in strategic thinking, organizational culture problem, bureaucratic organization, lack of listening culture, lack of shared vision, attitude problem, unstable working environment, consciousness problem. (vi) Institutional capacity gap including having good talent and functional human resource, capacity building effort is not systemic and sustainable. (vii) Resource limitation, world changes, emerging global issues, slowdown of economy in developed world.

The following lists are also summarized challenges from high influence power to low influence power. These are: (a) awareness gap (b) lack of system (c) competency and capacity gap (d) technology availability and accessibility (e) inappropriate management style (f) gap in strategy (g) resource limitation, (h) gap in structure (i) culture gap.
Another summary to make is that strategic challenges of knowledge use are related/associated to government organizations, development consultants, and donor agencies weakness in strategic and wise use of DA TA knowledge. Among development partners, government/public organizations have responsibility lead the process of tackling DA TA knowledge use challenges. Among leadership/executives, managers, experts, leadership/executives have responsibility tackling DA TA knowledge use challenges.

The research conclude that Ethiopian public organizations face different strategic challenges in order to utilize DA TA knowledge properly. And these challenges are mainly related to effective, efficient, and sustainable utilization of knowledge. Government/public organizations have responsibility the process of tackling DA TA knowledge use challenges. Leadership/senior officials should lead the tackling process of DA TA knowledge use challenges.

5.7.3 Suggestions to Maximize Strategic Opportunities and to Mitigate Strategic Challenges so as to Utilize DA TA knowledge Effectively, Efficiently, and Sustainably.

Under this section, answer for SRQ 3, strategic key issues/suggestions to utilize knowledge effectively, efficiently, and sustainably is presented.

(a) Strategic key issues/suggestions to utilize knowledge effectively, efficiently, and sustainably

Table 4.60 of section 4.15.1 lists strategic key issues in order to utilize knowledge effectively, efficiently, and sustainably. About one third of respondents identify that the country needs KM systems; the country needs KM policy and KM strategy. About one fifth of respondents identify capacity building should be institutionalized, there is a need of strategic leadership to have systemic and sustainable capacity development, in relation to this, the very concept of knowledge should be understood well, proper conceptualization of knowledge in relation to strategic management and strategic leadership need to be understood. About one six of respondents identify knowledge based management and leadership is needed; this study has great value, if it is presented to government high officials, development partners, and to the media. About one seventh of respondents identify DA TA partnership need to be strengthened, but it should be strategic.

Table 4.60 of section 4.15.1 also lists key strategic issues that include global information and knowledge should be used wisely, government should not only focus on ambitious targets, it
should monitor processes as well, government should use qualitative information besides quantitative information; change tools such as BPR needs care, tools would destruct existing knowledge, before implementation of change tools there should be rational thinking so that the existing knowledge is maintained. There are also 2 other responses.

Chapter two section 2.4.3 discusses that Ethiopia public organizations should be concerned on the topic of knowledge utilization for strategic planning and leadership practice. It is worthy. It can add value. Strategic management and strategy dynamism are linked to strategic leadership. A good strategy may need good strategic leadership based on vision, inspiration, adoption, flexibility, and commitment. A good strategic management with good strategic leadership would lead to result oriented decisions. For Ethiopian public organizations and leaders to be effective, efficient, and act with contemporary sustainability issues, they need to have good KM competencies. Knowledge if not utilized/applied does not have value. In fact, the knowledge utilization/application should be also right with right context based on dynamism - that leads to wisdom. If so, Ethiopian organizations and their associated leadership would add more value in making a difference on poverty reduction and growth to achieve the stated vision, to become middle-income country status by 2025 and beyond that. Such situation and practice can be applied in different sectors and issue of the public organizations of Ethiopia.

To summarize this section, strategic key issues/suggestions to utilize knowledge effectively, efficiently, and sustainably include (i) The country need KM policy, KM strategy, and KM systems. Capacity building needs to be institutionalized. (ii) Capacity building needs to be strategic and sustainable. (iii) Ethiopia public organizations need knowledge based management and leadership. (iv) DATA partnership need to be strengthened, but it should be strategic and need to have strategic value. (v) The very concept of knowledge, knowledge management, and knowledge utilization need to be conceptualized well. (vi) This study might have value, if it is presented to government high officials, development partners, and to the media.

The research conclude that Ethiopia public organizations have strategic key issues or suggestions in order to utilize DATA knowledge effectively, efficiently, and sustainably.
5.8 Proposition 3 and Conclusion (Proving or Disproving Rprop 3)

SRQ 3: What are strategic opportunities and challenges in development aid technical assistance knowledge utilization by the Ethiopian public organizations?

RProp 3: There are strategic opportunities and challenges in development aid technical assistance knowledge utilization by the Ethiopian public organizations. And these opportunities and challenges are mainly related to effective, efficient, and sustainable utilization of knowledge.

The following is a summary of the main research findings related to the first research sub question (SRQ 3), showing strategic opportunities and challenges in development aid technical assistance knowledge utilization by the Ethiopian public organizations. These findings assisted the researcher to either prove or disprove the third research proposition as stated above.

- Paragraph 12 of section 5.7.1 (a) conclude that Ethiopian public organizations have different strategic opportunities available in order to utilize DA TA knowledge properly. And these opportunities are mainly related to effective, efficient, and sustainable utilization of knowledge.

- Paragraph 18 of section 5.7.2 (a) conclude that Ethiopian public organizations face different strategic challenges in order to utilize DA TA knowledge properly. And these challenges are mainly related to effective, efficient, and sustainable utilization of knowledge. Government/public organizations have responsibility to lead the process of tackling DA TA knowledge use challenges. Leadership/senior officials have responsibility to lead the tackling process of DA TA knowledge use challenges.

- Paragraph 5 of section 5.7.3 (a) conclude that Ethiopia public organizations have strategic key issues or suggestions in order to utilize DA TA knowledge effectively, efficiently, and sustainably.

Based on the above main conclusions of the research analysis and synthesize on the number of ways in which there are strategic opportunities and challenges in development aid technical assistance knowledge utilization by the Ethiopian public organizations. And these opportunities and challenges are mainly related to effective, efficient, and sustainable utilization of knowledge. This research has therefore proved the third research proposition (Rprop 3).
5.9 Chapter Summary

This chapter analysed and synthesized the finding of chapter four in relation to the forwarded theory discussed in chapter one and explained further in chapter two. This chapter is also based on other theories and empirical evidences discussed in chapter one and chapter two. In addition the research was guided by problem statement, research conceptual frameworks, and research model that were discussed in chapter one.

The analysis and synthesize is presented in 12 themes and 33 sub themes following chapter four finding presentation outline.

Based on the analysis and syntheses conclusions were drawn for each sub theme. These conclusions used as a base to answer the SRQs. Through answering SRQs, MRQ is answered. These conclusions also used to prove or disprove the three RProps.

The research conducted towards the aim/goal of this research, which was to conceptualize and contribute the understanding of knowledge utilization of Ethiopia public organizations that gained from development aid technical assistance through development consultants for the use of strategic planning and strategic leadership practices.

The research addressed the purpose of the study, which was to explore knowledge utilization of Ethiopia public organizations, gained from development aid technical assistance through development consultants, for the use of strategic planning and strategic leadership practices.

The research also attained the three objectives. These were to analyse public organizations use of technical assistance knowledge for strategic planning and strategic leadership practices; to explore public organizations, development consultants, and development aid agencies partnership in knowledge utilization; and to identify strategic opportunities and challenges related to public organizations technical assistance knowledge utilization.

Table 5.1 summarizes the research result. The next chapter will focus on conclusion, recommendation, and recommendation for further study.
Table 5.1: Summary of research results

<table>
<thead>
<tr>
<th>MRQ</th>
<th>SRQ s</th>
<th>Propositions</th>
<th>Proved/Disproved</th>
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<tr>
<td>MRQ: To what extent are Ethiopian public organizations utilizing knowledge, gained from development aid technical assistance through development consulting services, for their strategic planning and strategic leadership practices?</td>
<td>SRQ 1: To what extent do Ethiopian public organizations use technical assistance knowledge for their strategic planning and strategic leadership practices?</td>
<td>Proved</td>
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<td></td>
<td>SRQ 2: What is the working relationship and understanding of public organizations, development consultants, and development aid agencies towards knowledge utilization?</td>
<td>RProp 2: The working relationships and understanding of public organizations, development consultants, and development aid agencies towards knowledge utilization for strategic planning and strategic leadership is not clear. This is in relation to clarity of partnership from knowledge utilization for strategic planning and strategic leadership perspective: how far the partnership is need based, how far the partnership is building capacity, happiness about the partnership and possible explanations of effective, efficient, and sustainable knowledge utilization for strategic planning and strategic leadership practices by Ethiopia public organizations.</td>
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<td></td>
<td>SRQ 3: What are strategic opportunities and challenges in development aid technical assistance knowledge utilization by the Ethiopian public organizations?</td>
<td>RProp 3: There are strategic opportunities and challenges in development aid technical assistance knowledge utilization by the Ethiopian public organizations. And these opportunities and challenges are mainly related to effective, efficient, and sustainable utilization of knowledge.</td>
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CHAPTER SIX
CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

The basis of this study was to understand the extent at which Ethiopian public organizations are utilizing knowledge, gained from development aid technical assistance projects and programs through development consulting services, for their strategic planning and strategic leadership practices. The study comprised of five stages that included proposal development with forwarded theory, analyzing and synthesizing existing theory and practices, development of the research design and methodology, undertaking data collection and organizing its finding. Chapter five built on the findings through synthesis and analyses in relation to the forwarded theory, existing theory and practices. Ultimately, responses to the research questions were found and propositions were proved. This chapter presents conclusions, recommendations, and recommendations for further study.

6.2 Conclusions

(i) The research understood that public organizations of Ethiopia use knowledge gained from development aid TA projects and programs through development consulting services for their strategic planning and strategic leadership practices. Knowledge that gained from the TA is being actually reflected/used/ in Ethiopia public organizations strategic planning and strategy implementation. However, the use is limited, not well utilized, not systemic, not strategic, not being used wisely. The use is not also effective, efficient, and sustainable. Development partners collaboration, relationships, understanding towards effective, efficient, and sustainable use of TA knowledge is not clear. DA TA partnership is not also developing capacity in long term.

(ii) Despite there are strategic opportunities that can facilitate good use of TA knowledge; on the other hand, there are strategic challenges faced by Ethiopian public organizations to utilize TA knowledge properly. These opportunities and challenges are also related to effective, efficient, and sustainable use of DA TA knowledge. The research also found that there is no conceptual understanding of knowledge in the study topic in Ethiopia and for that matter in other countries. Knowledge gap is existed on the topic among Ethiopia public organizations, development consultants, development aid agencies, and academicians/specialists. Ethiopian public organizations have strategic key issue/suggestions for their consideration to improve this situation. Development partners and academicians can play great role in the process.
(iii) It seems that DA is contributing for Ethiopia poverty reduction and growth. However, the overall purpose, strategic role, and contribution and benefit of TA is questionable. This is the fact that TA is not building public organizations capacity sustainably. TA is not implemented in result-oriented manner from knowledge utilization perspective. Since TA is questionable, partners role to develop capacity of public organizations is questionable. More specific conclusions are discussed in the following sections.

6.2.1 Knowledge utilization in strategic management and strategic leadership

In the contemporary knowledge economy world and knowledge society, knowledge is highly valuable resource, asset, and capability. Organizations are nothing but knowledge houses. Knowledge is strategic. As a result, it should be well understood, managed, and used strategically and wisely in the knowledge houses. Consequently, it demands strategic management and strategic leadership. This is because knowledge management and knowledge utilization are becoming one of the competencies of strategic management and strategic leadership.

Ethiopian public organizations strategic managers and strategic leaders need to use knowledge strategically and wisely. Knowledge utilization is important competence for Ethiopian strategic managers who are responsible for managing the strategy making and strategy implementation processes. It is also important competence for strategic leaders, who are responsible for the strategic management processes and strategic leadership. Both should understand knowledge in wisdom spirit and take it as their main competency; if they want to be effective, efficient, and act sustainably.

The research understood that strategic management is linked to strategic leadership. A good strategy needs a good strategic leadership based on adoption, flexibility, and commitment. A good strategic management with good strategic leadership would lead to good strategic decisions. For leaders and organizations to be strategic, effective, efficient, and acting by considering sustainability issues, they need to have good knowledge management and knowledge utilization competencies. And, knowledge if not applied properly does not have value and cannot add value. In fact, the knowledge application should be also right that leads to wisdom. If so, organizations and their associated leadership and leaders would make a difference. To do so, it is important to have a clear concept/theory of understanding on knowledge utilization for strategic management and strategic leadership.
There should be well conceptual understanding of knowledge management and its environment, and knowledge utilization for strategic management and strategic leadership. It is important to conceptualize and understand knowledge utilization of Ethiopia public organizations. That knowledge gained from DA TA through development consultants for the use of strategic planning and strategic leadership practices. DA has significant proportion of resource that being used for the Ethiopia economy poverty reduction and growth effort. Hence, knowing this can add significant value. There is a need to understand the use of knowledge; public organizations, development consultants, and development aid agencies partnership in knowledge utilization; effective, efficient, and sustainable utilization of knowledge; and strategic opportunities and challenges in knowledge utilization.

6.2.2 Strategic management and strategic leadership role in TA knowledge use

Knowledge is highly valuable in the contemporary knowledge economy world and knowledge society. It should be well understood and used by Ethiopian public organizations. Development partners should also give it enough attention so that the intended public organizations capacity is developed. Then the country would be in a better position in its effort of poverty reduction and growth. Development aid technical assistance should be used for public organizations strategic management and strategic leadership practices at strategic level if one want to look for a real impact out of it. Otherwise, the effort would be considered superficial.

The research understood that Ethiopia public organizations are practicing strategic management principles and exercise strategic leadership. However, they have gap in conceptual understanding and answering how questions, which goes with gap in understanding and practice of strategic management and strategic leadership. These include answering how questions in planning and implementing of strategies; how to be transformational and visionary in practice; how to lead change and how to be change agents; how to be strategic; and absence of competency and capability in knowledge management.

DA project and programs have strategic fit with the country strategic plans that shows good strategic management and strategic leadership. On the other hand, the contribution of TA is questionable. And/or TA contribution is very limited. CB and CD effort from TA has institutional problem, not sustainable, is not systemic, and not strategic. There is no good understanding on the concept of CB and CD at strategic level. There is no also good understanding on how institutional capacity develops in sustainable manner. They have also problems in having good organizational environment for KM and for change management. The conceptual understanding of KM is not
developed. One of the reasons for this is that they have gap in knowledge management capability and competency, which suggests also gap in strategic management and strategic leadership.

The research finding suggested that Ethiopian public organizations strategic management and strategic leadership do not have good knowledge management competencies in relation to DA TA knowledge use. There is ineffective, inefficient and unsustainable knowledge utilization of DA TA knowledge that also suggests gaps in knowledge management competencies.

This is the fact that leadership and management do not own systemic KM at strategic level. KM activities are ad hoc: there is no systemic KM, not strategic, not planned, not organized, and not managed. There is no wise use of knowledge, no sustainable institutional capacity development from DA TA. There are gaps in participation of strategic planning; lack of clear role and responsibilities among organizational members and development partners; gap in focusing on key strategic issues, priority setting, gap identification; some change initiatives do not based on empirical evidences; gaps in accommodating emerging changes. There are also cases that change initiatives have been destructing existing knowledge that indicates change efforts have weakness in being strategic and systemic.

All these suggest that public organizations strategic management and strategic leadership activities, interventions, decisions demands knowledge management and knowledge utilization competencies. These also suggest that public organizations leaders, managers, and employees cannot be effective, efficient, and act sustainably in their strategic management and strategic leadership roles unless and otherwise they have good knowledge management competencies. This makes strategic management and strategic leadership role in TA knowledge use critical.

6.2.3 Technical assistance knowledge utilization

Ethiopia gets significant amount of development aid. Development aid has significant proportion of share in the Ethiopia economy poverty reduction and growth effort. Development aid partly comes with TA through development consulting service aiming to strength the capacity of public/government organizations.

In relation to this, there are KM activities in Ethiopia public organizations. Public organizations of Ethiopia use knowledge gained from TA projects and programs through development consulting services for their strategic planning and strategic leadership practices. Knowledge that gained from the TA is being actually reflected/used/ in Ethiopia public organizations strategic planning and strategy implementation. However, the knowledge (tacit and explicit) acquired and transferred
from the TA projects and programs via development consultants is not well utilized. The use is limited. There is no systemic KM. The use is not systemic. TA knowledge is not being used wisely and strategically. Its usage is not in the way that it can add strategic value. Strategic benefit of knowledge use is not conceptually well understood. Ethiopian public organizations strategic management and strategic leadership knowledge use practice of TA is not strategic. Ethiopian public organizations use of TA knowledge for their strategic planning and strategic leadership practices is not in effective, efficient, and sustainable way. It is practice is not effective, efficient, and sustainable.

Though to less extent, DA is contributing for Ethiopia public organizations success, poverty reduction, and growth. However, the contribution and benefit of TA is questionable. It seems not as it should be. This is evidenced the fact that TA knowledge is not used wisely and strategically by Ethiopia public organizations for their strategic management and strategic leadership practices in systemic way. They are not using TA knowledge in effective, efficient, and sustainable way. Knowledge use is ineffective, inefficient, and unsustainable. TA is not also building capacity properly. At least, it is not developing capacity to have sustainable and capacitate institutions. These situations make questionable the strategic role of TA.

If TA strategic role is questionable then the overall TA purpose might be questionable. Similarly, the research draws inferences that if TA were successful, it would be reflected in strategic management and strategic leadership practices in effective, efficient, and sustainable way. This is not happening. The research also draws inferences that such situation has relation with the way Ethiopian public organizations manage their strategies and exercise strategic leadership. If Ethiopian public organizations strategic management were effective, efficient, and sustainable, TA effort might result in better knowledge use practice and better institutional capacity building. Ethiopia strategic leadership might have better influence on TA. Conversely, TA might have better influence in shaping Ethiopian public organizations knowledge use in strategic management and strategic leadership.

Since TA is questionable, development consulting firms and development consultants TA services role also become questionable. If TA is not result oriented, it might be difficult for development consultants to claim that they are developing public organizations capacity. Public organization leadership of Ethiopia also might no claim that they are using TA in result-oriented manner. This is because the fact that knowledge is not used wisely and TA is not developing institutional capacity sustainably. The same is also true for donor organizations. Their money value is
questionable regarding TA; this is because knowledge is not used wisely and strategically. And, TA is not developing Ethiopian public organizations institutional capacity sustainably.

To some extent there are strengths in DA TA knowledge utilization by the Ethiopian public organizations that include government commitment; good examples of DA TA projects that can be scaled up and replicate; established institutions, structures, management and human resources that would facilitate good use of knowledge. On the other hand, there are DA TA knowledge use weaknesses that include ineffective, inefficient, and unsustainable institutional knowledge use; absence of KM system; lack of accountability and responsibility in knowledge use; gap in partnership; gap of capacity and competency, and mismanagement of training.

DA TA has opportunities related to (a) committed resources, potential resources and capabilities. (b) new global trends, global knowledge, availability and multiple source of knowledge, new thinking of KM, new methods and tool to access, customize, and use knowledge. (c) the country direction for growth and development. (d) technology and the younger generation interest for technology. On the other hand, there are threats to utilize DA TA knowledge for strategic planning and strategic leadership practices by Ethiopia public organizations. These are (a) foreign influence, ideological, political, economical, and cultural influence. (b) decreasing DA TA resource, global crises due to disaster, insecurity and instability. (c) dependency syndrome; brings sustainability problem, resulted in neglecting indigenous knowledge. (d) absence of systemic and comprehensive thinking, problems related to sustainability, destruction and loss of knowledge, ignorance for indigenous knowledge. (e) priority differences among partners that would create misunderstanding in the partnership.

6.2.4 TA Partnership in knowledge utilization

TA partnership from knowledge utilization perspective for strategic management and strategic leadership practices is not clear. This makes sustainable knowledge utilization in problem. Despite there are push based/donor driven elements, TA partnership is need based. However, TA knowledge need by Ethiopia public organizations to utilize it for their strategic planning and strategic leadership practices is not strong. TA partnership is not building capacity from the perspective of knowledge utilization.

Knowledge network situation in Ethiopia public organizations in relation to TA partnership is characterized by poor knowledge network; its conceptual understanding is not developed well. Knowledge culture situation in Ethiopia public organizations in relation to TA partnership and TA
projects & program environment is characterized by poor/weak knowledge culture; its conceptual understanding is not developed well.

There are very different perception of happiness/unhappiness with different explanations by government/public organizations, development consultants, and donor agencies about TA partnership. TA partnership and cooperation is not successful in strategic and wise use of knowledge. This might suggest that TA partnership is in question. It raises the question of sustainability.

### 6.2.5 Opportunities and challenges in technical assistance knowledge use

In the 21st century, strategic opportunities are available to Ethiopian public organizations in order to utilize knowledge effectively, efficiently, and sustainably. These include technology, globalization, availability of information and knowledge, KM potential, Ethiopia regional influence and geopolitical location, expansion of infrastructure and universities, professional networks, and the country strategic plan (GTP II).

On the other hand, Ethiopia public organizations face different strategic challenges in order to utilize DA TA knowledge properly. These include awareness gap, culture gap in strategic thinking, lack of system, competency and capacity gap, absence of technology and capacity gap to use technology, inappropriate/unfavourable leadership and management style, talent/human resource management problem, gap in strategy, gap in structure and structural rigidity, lack of sustainable institutions, high staff turnover, no policy for KM, no KM strategy, no enabling environment for KM, gap in partnership, resource limitation, world changes, emerging global issues, and slowdown of economy in developed world.

Strategic key issues are mainly related to effective, efficient, and sustainable utilization of knowledge, these include: (i) KM policy, KM strategy, and KM systems; capacity building needs to be institutionalized. (ii) capacity building needs to be strategic and sustainable. (iii) public organizations need knowledge based management and leadership. (iv) DA TA partnership need to be strengthened, but it should be strategic and need to have strategic value. (v) The very concept of knowledge, knowledge management, and knowledge utilization need to be conceptualized well.

Among development partners Ethiopia public organizations leadership has more responsibility to lead and mobilize opportunities, to tackle challenges, and to change strategic key issues in to policy, strategy, legal framework, systems, regulations, and guidelines. Nevertheless, donors and development consultants have role also in this regard.
6.3 Recommendations

6.3.1 Strategic management and strategic leadership role in TA knowledge use

(a) Ethiopia public organization leadership should encourage more participation in strategic management and strategic leadership practices. To do so knowledge based management can play great role.

(b) Ethiopia strategic plans should focus on how to achieve stated targets to have effective, efficient, and sustainable service delivery. To do so wise and strategic use of knowledge can play critical role.

(c) There is a need for well conceptual understanding of strategic management strategic leadership, transformational/visionary leadership, change management and leading change.

(d) Ethiopian public organizations need more capacity and competency mainly on how to have effective, efficient, and sustainable TA in the strategic making and strategic decisions to achieve stated targets.

(e) The role of TA needs to be studied and understood so that it can have clear positive contribution.

(f) CB and CD strategic value, the concept of CB and CD, and how capacity developed in effective, efficient, and sustainable manner should be understood. CB and CD should be institutionalized. It should be designed and implemented in the way that it can contribute to the transformation effort of the country. OECED, DAG, WB, EU, USAID, DFID, etc need to think about more how developing countries including public organizations capacity developed sustainably. The current thinking of knowledge transfer and skill development needs rethinking. Development partners need to think the current approach of CB and CD. There is a need of policy change technical assistance/technical cooperation from the perspective of capacity development. Capacity cannot develop in effective, efficient, and sustainable manner unless the transferred knowledge is utilized properly. Knowledge creation and transfer are a process for knowledge utilization. As a result, there is a need of comprehensive policy and strategy thinking

(g) There should be systemic TA CB and CD in Ethiopia. In order to have good systems in organizations, first the country needs KM policy that should be based on the country CB/CD policy. Secondly, based on the KM policy the country should design KM strategy. Thirdly, the KM strategy should facilitate institutionalization of KM and knowledge use that supported by KM
and knowledge use systems. There is also a need for legal frameworks to make functional KM policy and strategy. In addition, there is a need to have regulations, guidelines, and manuals to implement the strategy and to make operational KM and knowledge use systems.

(h) The country KM policy, strategy, frameworks, regulations, guidelines, manuals, and system should fit each other and need to be effective, efficient and sustainable. They should accommodate all aspects of developmental strategic knowledge including TA.

6.3.2 Technical assistance knowledge utilization

(a) Development partners should give enough attention for DA TA knowledge utilization so that the intended public organizations capacity is built and developed. Then the country would be in a better position in its effort of poverty reduction and growth. The DA TA would be used for public organizations strategic management and strategic leadership practices if one want to look for a real impact from DA TA at strategic level. There should be strategic influence from both directions. In one hand Ethiopian public organizations strategic management and strategic leadership should use DA TA knowledge strategically. On the other hand, development partners (donors and development consultants) would work to influence Ethiopian public organizations so that DA TA knowledge is used strategically. There should be well conceptual understanding of KM and TA knowledge utilization need to be systemic. After knowledge use, there should be lesson learnt.

(b) There need to be knowledge management and knowledge utilization workshops, seminars, discussion forums, professional networks in the country. TA knowledge use would be a starting point to start the process.

(c) Ministry of Education of (MoE) and Ethiopia universities have a lot of responsibilities ahead to teach the younger generation how to deal with knowledge, how to identify the right data and information, changing the right data to correct information, changing information to knowledge, and applying knowledge in wisdom sprit.

(d) The country need to incorporate knowledge management and knowledge utilizations concepts, constructs, frameworks, theories, principles, values in its curriculum. There should be focus how to institutionalize knowledge and how to make it sustainable.

(e) Ethiopia public and private universities and colleges need to be encouraged to start/establish/strength knowledge management departments. They should be also encouraged to do evidenced based and practical research on the topic.
(f) The country needs to maximize, thrive, and secure its potential. Ethiopia public organizations need to be agile and look forward. They need renaissance in understanding value of knowledge and knowledgeable.

(g) There should be enough understanding of change. During planning and implementation of change, there should be maximum effort that not to destruct and loss existing knowledge, capacities, and resources. Change should respect existing knowledge and its current and future value. This demands comprehensive, holistic, and systemic understanding of knowledge and its environment.

(h) In order to create and disseminate knowledge its value need to be understood. To understand the value well it should be applied well. Then lessons should be drawn. And lessons should be used to create another knowledge. This way the process and the cycle contribute towards better future.

6.3.3 Technical assistance partnership in knowledge utilization

(a) Development partners should work on the benefit of TA partnership in accountable, transparent, and sustainable manner. National Planning Commission (NPC) should think about this and work in cooperation with Ministry of Finance and Development Cooperation (MoFEC), MOE, Ministry of Public Services and Human Resource Development (MoPSHRD), and development partners.

(b) TA partnership from knowledge utilization for strategic management and strategic leadership practices need to be clear. There should established understanding and relative consensus among partners regarding its benefit and how the benefit can be maximized. Ethiopia public organizations should be clear how far they need TA partnership and TA knowledge. If they need then they should also answer the question that how to use such knowledge effectively, efficiently, and sustainably.

(c) TA partnership needs to be designed in the way that it builds institutional capacity. MoPSHRD should think about this. There should be clear policy and strategy to do so.

(d) Ethiopia public organizations should improve their weak/poor knowledge culture. They can do this through awareness raising mechanisms, workshops, seminars, meeting, using existing organizational systems, and tools. Incorporating knowledge culture issues in strategic plans, and
monitoring and evaluation reports. MoE and Ethiopia public and private universities should help this. Public institutions need to collaborate with universities and colleges.

(e) Ethiopia public organizations need to be networked in their organizations, organizational environment, partners, and with the world appropriately. These include having good technology in place, having communication methods and tools, having good communication skills, awareness about organizational environment, identifying and using the right knowledge, etc.

6.3.4 Opportunities and challenges in technical assistance knowledge use

(a) Technology is an opportunity. At the same time, it would be a challenge if do not managed well. Technology is also disruptive. However, it can play great to have effective, efficient, and sustainable knowledge utilization. Ethiopian public organizations need to understand very well KM Framework and Environment (KMFE). If so technology will assist them to achieve stated targets, goals, and vision. Nevertheless, technology cannot replace the much-needed conceptual understanding of knowledge. Though technology is getting cheaper and cheaper, the country cannot afford investment costs of technology without using them properly. For that there should be knowledge of know-what, know-why, and know-how.

(b) In addition to technology; economic, political, environmental, socio-cultural, and legal environmental factors affect KM and knowledge use. There should be comprehensive understanding on these when policies, strategies, legal frameworks, systems are designed

(c) Awareness gap and lack of system should be addressed. Competency and capacity gap, inappropriate management style, strategy, resource, structure, and culture gap affects good use of knowledge negatively or positively. They need comprehensive thinking and there should be strategic fit at all levels.

(d) Ethiopia public organizations has responsibility in leading the mobilization of opportunities, to tackle challenges, and to change strategic key issues in to policy, strategy, legal framework, and systems. These are the responsibilities of strategic management and strategic leadership. Leadership should own knowledge management including TA knowledge. Leadership, management, employee, and partners need to work hand in hand for betterment of society in knowledge houses and knowledge houses environment, and beyond.
6.4 Recommendations for Further Research

6.4.1 Recommendations for further research

Under this section recommendation for further studies are forwarded. Those questions would draw many partners who involve in development aid, technical assistance, development, consulting, strategic management and strategic leadership, and research, etc.

(a) Future studies can be done to look knowledge management as competency of strategic management and strategic leadership. This includes among others the role of strategic management and strategic leadership in leading the development of KM policy, KM strategy, and legal frameworks for developing countries; and implementation of policy, strategy, and legal framework.

(b) Future studies can be done to look that the conceptual understanding of KM in relation to strategic management strategic leadership, transformational/visionary leadership, change management and leading change,

(c) Future studies can be done to look that one of the reasons why wide gap exist among developed and developing nations, organizations, and individuals might be capability and competency of knowledge utilization.

(d) The research can be further extended that most existing theories are mainly theorized for profit- making organizations and influenced by western world culture. May be this is due to the fact that most academicians are from western countries where capitalism and free market is common that encourages private business. Whereas in a developing country like Ethiopia; the public sector plays significant role in the economy.

(e) Further research on KM can be done to have better research theories, empirical evidences, and research methodology that fit developing countries like Ethiopia. So that they can benefit from the contemporary knowledge management, strategic management, and strategic leadership practices.

(f) The study can be extended further that to understand the topic very well, researchers need to separate and classify carefully each KM platform and KMS components. This may help to have clear picture that can advance understanding of knowledge and wisdom.
(g) The study can be further extended that the public sector has been given less attention in terms of knowledge management/knowledge utilization and strategic management and strategic leadership. There is a need of better research approach for studying knowledge utilization including problem definition, methodology and design, etc.

(h) The study can be extended further that development aid technical assistance and development consultants role in supporting the public organizations change efforts is questionable/at least researchable regarding sustainable institutional capacity development.

(i) The study can be extended further that development aid has role in Ethiopia Economy (poverty reduction and growth). As a result, it should be managed properly. To manage this resource properly, there is a need to know how far this resource is being managed.

(j) The study can be further extended by dealing with on questions in relation to development aid technical assistance includes: Why Ethiopia continues under development aid technical assistance for many years? What happen if public organizations do not have development aid technical assistance? Despite some changes, why the country still in poverty and looking for development aid? How long development aid technical assistance will continue? When it will be stopped? How?

(k) The study can be extended further by dealing questions in relation to development aid technical assistance capacity building that include: Why every time the country and development partners talk about capacity building from development aid technical assistance? Are there push factors from the donors’ side for development aid technical assistance capacity building? Why the country is still in poverty and the so called capacity gap still exist in the development partnership to tackle this poverty? When the country capacity built, at least that does not demand significant capacity development support via development aid technical assistance? How?

(l) In relation to development aid technical assistance consulting, the study can be extended further that by asking the following questions. Why the country deal with development assistance consultants for long period? Is that because, as far as there is development aid technical assistance there should be development consulting? Is that because, as far as there is technical assistance there should be development consulting? Is that because the government want development aid technical assistance consulting? Is that because it is an interesting business opportunity for development consultants who are affiliated with donors? Or, is that because development
consultants have responsibility and professional pride to help Ethiopian organizations and Ethiopian people?

(m) In relation to Ethiopian public organizations capacity gap, the study can be extended further by asking the following questions. Is that because public organizations do not utilize knowledge gained that they have significant capacity gap? Is that because such knowledge gap is not filed - cannot be filled? Is that because misuse of knowledge, knowledge loss, knowledge destruction, ignorance for knowledge, ignorance for indigenous knowledge, absence of systems, absence of strategic thinking, poor leadership?

(n) The study can be extended further by asking the following questions: What if development aid technical assistance stops, will more knowledge gap occurred? Due to this, would more gap occur in utilization knowledge and as a result more ineffective, inefficient, unsustainable organizational performance, poor quality strategic plans, and poor leadership become a culture? What will happen, does the country will face more poverty and low GDP growth rate?

(o) Future researches should consider knowledge network and knowledge culture situation in developing countries public organizations including Ethiopia.

(p) Future researches may consider conceptualizing the following concepts and constructs. These are knowledge governance; Knowledge transparency, accountability, and responsibility; knowledge loss and knowledge destruction; knowledge ethics; ethical engagement in knowledge management, ethic framework for knowledge management, how to retain, store, develop, and use knowledge; knowledge management and knowledge utilization versus poverty reduction, growth, and prosperity; knowledge management versus improving livelihood; awareness gap in knowledge and knowledge management; knowledge management in public organizations/public administration; knowledge management and knowledge utilization for developing countries; Knowledge management versus effectiveness, efficiency, and sustainability; Knowledge management versus business success; knowledge management versus technology; knowledge management versus culture.

(q) Future researches may also consider the following concepts and constructs. Knowledge management versus marketing strategies; knowledge management versus financial management; Public Private Partnership (PPP) in knowledge management and knowledge utilization; TA partnership versus building institutional capacity and HRD; HRD versus sustainable HRD; public organizations knowledge need from TA; Public organization knowledge culture; universities role in knowledge management; knowledge value and value for knowledgeable; trust versus
knowledge; individual capacity building versus institutional capacity building; innovation versus knowledge management; entrepreneurship versus knowledge management; knowledge mobilization; capacity utilization; knowledge transition; knowledge community; knowledge utilization behaviour; knowledge balance sheet; intellectual capital; knowledge thinking versus knowledge management; employee engagement and ownership versus knowledge management; superficial partnership; capacity building versus capacity development.
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Annex I - In-depth interview and FGD guides-

i/ Government/Public Organizations Respondents- Interview Guideline 1

ii/ Development Consultants - Interview Guideline 2

iii/ Development Aid Organizations Respondents- Interview Guideline 3

iv/ Academicians/specialists - Interview Guideline 4

v/ Focus Group Discussions (from different groups) - Discussion Interview Guide 5
Development Aid Technical Assistance Knowledge Utilization in the Ethiopian Public Organizations

Ayche Adane Sendek - 78482739

Interview Guideline 1/ For government/public organizations respondents

Respondents Full Name    Sex
Education Level        Age
Nationality            Telephone
Country Residence      Email
Total years of experience    Signature

Years of work experience in the study topic area:

(Experience on Ethiopia Development Assistance Group (DAG) supported projects and programs. Projects and programs completed within the last five years or experience on DAG supported ongoing project/s and program/s that has/have at least two years life time since started).

Honourable respondent, I kindly request you to respond the following questions on the topic of "Development Aid Technical Assistance Knowledge Utilization in the Ethiopian Public Organizations". Your response will be used for the study purpose only and it will remain absolutely confidential. By no means it will taken as a formal stand of your organization and it will be taken as your personal view.

1/ Is your organization lead by strategy? Which units in your organization involve in strategic planning activities? In your understanding, how far/to what extent your organization plan and implement strategies? If you describe the organizational strategic and transformational leadership situation? How about change management, strategic project management, executives role in project management in relation to development aid/grant technical assistance knowledge utilization. How about the contribution of DA projects and programs? How about capacity building and capacity development from DA TA?

2/ What look like knowledge management activities in your organization? Do you think knowledge is created and transferred from Ethiopia Development Assistance Group (DAG) technical assistance projects and programs to your organization? From this knowledge that created and shared to what extent it is strategic? to what extent it is utilized?

3/ Do you personally involve in strategic planning and implementation activities? What is your role in strategic making and strategic implementation process? If you brief your experience regarding the use of knowledge of development aid technical assistance projects and program in these processes?
4/ Did you personally apply knowledge that you got from technical assistance projects and programs in your strategic planning/implementation and/or strategic leadership practice? If so, if you explain?

5/ In your organization, do you think that development aid technical assistance knowledge is used for strategic management (planning and implementation). Do you think that knowledge is used for strategic leadership practices that your organization executive and directors use it to lead and transform your organization to achieve your organization strategic vision and mission? How far such knowledge is used wisely? Do you think that knowledge is used for strategic leadership practices that your organization executive, directors, and employee use it towards the country poverty reduction, growth, and prosperity for instance achieving five years Growth and Transformation Plans (GTP I, GTP II)? To what extent your organization use development aid technical assistance knowledge for strategic planning and strategic leadership practices in systemic way?

6/ How far development aid technical assistance knowledge actually reflected in five years strategic plans and yearly plans? How far plans accommodate emergent changes based on new knowledge gained from development aid technical assistance projects and programs?

7/ Would you list some strength and weakness of your organization use of development aid technical assistance knowledge for strategic planning and strategic leadership practices?

8/ Would you list some opportunities and threats of your organization use of development aid technical assistance knowledge for strategic planning and strategic leadership practices?

9/ What looks like project and program environment (internal, external, local, expatriate, international situation, Ethiopia context, different cultures, knowledge network, knowledge culture)? In your understanding what look like the working relationships and understanding of development aid agencies, development consultants, and public organizations towards knowledge utilization for strategic management and strategic leadership related activities from the perspective of partnership need, knowledge need, capacity building?

10/ From your experience in development aid technical assistance which partner (government organizations, development consultants, development aid organizations, etc) is/are more happy/unhappy about the partnership? What about development plan success, and business success?

11/ From your experience do you believe that development aid technical assistance knowledge is utilized by your organization for strategic planning and strategic leadership practices in effective way?

12/ From your experience do you believe that development aid technical assistance knowledge is utilized by your organization for strategic planning and strategic leadership practices in efficient way?
13/ From your experience do you believe that development aid technical assistance knowledge is utilized by your organization for strategic planning and strategic leadership practices in sustainable way?

14/ Do you think, there are strategic opportunities to utilize development aid technical assistance knowledge effectively, efficiently, and sustainably? If so, if you list some opportunities? Can we associate these opportunities from international certainties and trends of the 21st century (trends related to political, economical, socio-cultural, technological, environmental, and legal)?

15/ Due to think there are strategic challenges to utilize development aid technical assistance knowledge effectively, efficiently, and sustainably? If so, if you list some challenges? Can we associate these challenges from government organizations, development consultants, and development aid agencies resource limitation, awareness gap, competency and capacity gap, culture gap, technology, systems, structure gap, management style, and strategy regarding good use/wise use of knowledge? In your view who take the major/lion share for this challenges to happen? (government organization, development consultants, donor agencies, others)? From government organizations (leadership/senior officials, management, and employee) who takes the major/lion share to lead in tackling these challenges?. If you kindly suggest some strategic key issues to utilize knowledge effectively, efficiently, and sustainably.
Development Aid Technical Assistance Knowledge Utilization in the Ethiopian Public Organizations

Aychew Adane Sendek - 78482739

Interview Guideline 2/ For development consultants

Respondents Full Name     Sex
Education Level            Age
Nationality                Telephone
Country Residence          Email
Total Years of experience  Signature

Years of work experience in the study topic area:

(Experience on Ethiopia Development Assistance Group (DAG) supported projects and programs. Projects and programs completed within the last five years or experience on DAG supported ongoing project/s and program/s that has/have at least two years life time since started).

Honourable respondent, I kindly request you to respond the following questions on the topic of "Development Aid Technical Assistance Knowledge Utilization in the Ethiopian Public Organizations". Your response will be used for the study purpose only and it will remain absolutely confidential. By no means it will taken as a formal stand of your organization and it will be taken as your personal view.

1/ Do you think public organizations of Ethiopia lead by strategy? Which units of organizations involve in strategic planning activities? In your understanding, how far/to what extent public organizations of Ethiopia plan and implement strategies? If you describe the organizational strategic and transformational leadership situation of Ethiopia public organizations? How about change management, strategic project management, executives role in project management in these organizations in relation to development aid/grant technical assistance knowledge utilization. How about the contribution of DA projects and programs? How about capacity building and capacity development from DA TA?

2/ What look like knowledge management activities in Ethiopia public organizations? Do you think knowledge is created and transferred from Development Assistance Group (DAG) technical assistance projects and programs to Ethiopia public organizations? From this knowledge that created and shared to what extent it is strategic? to what extent it is utilized? In overall, how you and your development consulting company understand and perceive the use of such knowledge for strategic planning and strategic leadership?
3// Do you personally involve in strategic planning and implementation activities of development aid technical assistance projects and programs in Ethiopia? If you brief your experience regarding the use of knowledge of development aid technical assistance projects and program in these processes?

4/ Did you personally observe that knowledge that gained from development aid technical assistance projects and programs is used in the strategic planning and/or strategic leadership practices by Ethiopia public organizations? If so, if you explain?

5/ In Ethiopia public organizations, do you think that development aid technical assistance knowledge is used for strategic management (planning and implementation). Do you think that knowledge is used for strategic leadership practices that organizations executive and directors use to lead and transform their organization to achieve their strategic vision and mission? How far such knowledge is used wisely? Do you think that knowledge is used for strategic leadership practices that public organizations executive, directors, and employee use it towards the country poverty reduction, growth, and prosperity for instance achieving five years Growth and Transformation Plans (GTP I, GTP II)? To what extent you believe that public organizations use development aid technical assistance knowledge for strategic planning and strategic leadership practices in systemic way?

6/ From your experience or observation, how far development aid technical assistance knowledge is actually reflected in five years strategic plans and yearly plans? How far plans accommodate emergent changes based on new knowledge gained from development aid technical assistance projects and programs?

7/ Would you list some strength and weakness of public organizations use of development aid technical assistance knowledge for strategic planning and strategic leadership practices?

8/ Would you list some opportunities and threats of public organizations use of development aid technical assistance knowledge for strategic planning and strategic leadership practices?

9/ What looks like project and program environment (internal, external, local, expatriate, international situation, Ethiopia context, different cultures, knowledge network, knowledge culture)? In your understanding what look like the working relationships and understanding of development aid agencies, development consultants, and public organizations towards knowledge utilization for strategic management and strategic leadership related activities from the perspective of partnership need, knowledge need, capacity building, development plans success, and business success?

10/ From your experience in development aid technical assistance which partner (government organizations, development consultants, development aid organizations) is/are more happy/unhappy about the partnership? What about development plan success, and business success?
11/ From your experience do you believe that development aid technical assistance knowledge is utilized by public organizations for strategic planning and strategic leadership practices in effective way?

12/ From your experience do you believe that development aid technical assistance knowledge is utilized by public organizations for strategic planning and strategic leadership practices in efficient way?

13/ From your experience do you believe that development aid technical assistance knowledge is utilized by public organizations for strategic planning and strategic leadership practices in sustainable way?

14/ Do you think that there are strategic opportunities to utilize development aid technical assistance knowledge effectively, efficiently, and sustainably? If so, if you list some opportunities? Can we associate these opportunities from international certainties and trends of the 21st century (trends related to political, economical, socio-cultural, technological, environmental, and legal)?

15/ Due to think that there are strategic challenges to utilize development aid technical assistance knowledge effectively, efficiently, and sustainably? If so, if you list some challenges? Can we associate these challenges from government organizations, development consultants, and development aid agencies resource limitation, awareness gap, competency and capacity gap, culture gap, technology, systems, structure, management style, strategy regarding good use/wise use of knowledge? In your view who take the major/lion share for this challenges to happen? (government organization, development consultants, donor agencies, others)? From government organizations (leadership/senior officials, management, and employee) who takes the major/lion share to lead in tackling these challenges?. If you kindly suggest some strategic key issues to utilize knowledge effectively, efficiently, and sustainably.
Interview Guideline 3/ For development aid organizations respondents

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Years of work experience in the study topic area

(Experience on Ethiopia Development Assistance Group (DAG) supported projects and programs. Projects and programs completed within the last five years or experience on DAG supported ongoing project/s and program/s that has/have at least two years life time since started).

Honourable respondent, I kindly request you to respond the following questions on the topic of "Development Aid Technical Assistance (TA) Knowledge Utilization in the Ethiopian Public Organizations". Your response will be used for the study purpose only and it will remain absolutely confidential. By no means it will taken as a formal stand of your organization and it will be taken as your personal view.

1/ Do you think public organizations of Ethiopia lead by strategy? Which units of organizations involve in strategic planning activities? In your understanding, how far/to what extent public organizations of Ethiopia plan and implement strategies? If you describe the organizational strategic and transformational leadership situation of Ethiopia public organizations? How about change management, strategic project management, executives role in project management in these organizations in relation to development aid/grant technical assistance knowledge utilization. How about the contribution of DA projects and programs? How about capacity building and capacity development from DA TA?

2/ What look like knowledge management activities in Ethiopia public organizations? Do you think knowledge is created and transferred from Development Assistance Group (DAG) technical assistance projects and programs to Ethiopia public organizations? From this knowledge that created and shared to what extent it is strategic? to what extent it is utilized? In overall, how you and your aid organization understand and perceive the use of such knowledge for strategic planning and strategic leadership from your organization policy and practice perspective.
3/ Do you personally involve in strategic planning and implementation activities for development aid technical assistance projects and programs in Ethiopia? If you brief your experience regarding the use of knowledge of development aid technical assistance projects and program in these processes?

4/ Did you personally observe that knowledge that gained from development aid technical assistance projects and programs is used in the strategic planning/implementation and/or strategic leadership practices by Ethiopia public organizations? If so, if you explain?

5/ In Ethiopia public organizations, do you think that development aid technical assistance knowledge is used for strategic management (planning and implementation). Do you think that knowledge is used for strategic leadership practices that organizations executive and directors use to lead and transform their organization to achieve their strategic vision and mission? How far such knowledge is used wisely? Do you think that knowledge is used for strategic leadership practices that public organizations executive, directors, and employee use it towards the country poverty reduction, growth, and prosperity for instance achieving five years Growth and Transformation Plans (GTP I, GTP II)? To what extent you believe that public organizations use development aid technical assistance knowledge for strategic planning and strategic leadership practices in systemic way?

6/ From your experience or observation, how far development aid technical assistance knowledge is actually reflected in five years strategic plans and yearly plans? How far plans accommodate emergent changes based on new knowledge gained from development aid technical assistance projects and programs?

7/ Would you list some strength and weakness of public organizations use of development aid technical assistance knowledge for strategic planning and strategic leadership practices?

8/ Would you list some opportunities and threats of public organizations use of development aid technical assistance knowledge for strategic planning and strategic leadership practices?

9/ What looks like project and program environment (internal, external, local, expatriate, international situation, Ethiopia context, different cultures, knowledge network, knowledge culture)? In your understanding what look like the working relationships and understanding of development aid agencies, development consultants, and public organizations towards knowledge utilization for strategic management and strategic leadership related activities from the perspective of partnership need, knowledge need, capacity building, development plan success, and business success?

10/ From your experience in development aid technical assistance which partner (government organizations, development consultants, development aid organizations, etc) is more happy/unhappy about the partnership? What about development plan success, and business success?
11/ From your experience do you believe that development aid technical assistance knowledge is utilized by public organizations for strategic plans and strategic leadership practices in effective way?

12/ From your experience do you believe that development aid technical assistance knowledge is utilized by public organizations for strategic planning and strategic leadership practices in efficient way?

13/ From your experience do you believe that development aid technical assistance knowledge is utilized by public organizations for strategic planning and strategic leadership practices in sustainable way?

14/ Do you think that there are strategic opportunities to utilize development aid technical assistance knowledge effectively, efficiently, and sustainably? If so, if you list some opportunities? Can we associate these opportunities from international certainties and trends of the 21st century (trends related to political, economical, socio-cultural, technological, environmental, and legal)?

15/ Due to think that there are strategic challenges to utilize development aid technical assistance knowledge effectively, efficiently, and sustainably? If so, if you list some challenges? Can we associate these challenges from government organizations, development consultants, and development aid agencies resource limitation, awareness gap, competency and capacity gap, culture gap, technology, systems, structure, management style, strategy regarding good use/wise use of knowledge? In your view who take the major/lion share for this challenges to happen? (government organization, development consultants, donor agencies, others)? From government organizations (leadership/senior officials, management, and employee) who takes the major/lion share to lead in tackling these challenges?. If you kindly suggest some strategic key issues to utilize knowledge effectively, efficiently, and sustainably.
Development Aid Technical Assistance Knowledge Utilization in the Ethiopian Public Organizations

Aychew Adane Sendek - 78482739

Interview Guideline 4/ For academicians/specialists

<table>
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Years of work experience in the study topic area

(Experience on Ethiopia Development Assistance Group (DAG) supported projects and programs. Projects and programs completed within the last five years or experience on DAG supported ongoing project/s and program/s that has/have at least two years life time since started).

Honourable respondent, I kindly request you to respond the following questions on the topic of "Development Aid Technical Assistance Knowledge Utilization in the Ethiopian Public Organizations". Your response will be used for the study purpose only and it will remain absolutely confidential. By no means it will taken as a formal stand of your organization and it will be taken as your personal view.

1/ Do you think public organizations of Ethiopia lead by strategy? Which units of organizations involve in strategic planning activities? In your understanding, how far/to what extent public organizations of Ethiopia plan and implement strategies? If you describe the organizational strategic and transformational leadership situation of Ethiopia public organizations? How about change management, strategic project management, executives role in project management in these organizations in relation to development aid/grant technical assistance knowledge utilization. How about the contribution of DA projects and programs? How about capacity building and capacity development from DA TA?

2/ What look like knowledge management activities in Ethiopia public organizations? Do you think knowledge is created and transferred from Development Assistance Group (DAG) technical assistance projects and programs to Ethiopia public organizations? From this knowledge that created and shared to what extent it is strategic? to what extent it is utilized? In overall, how you understand and perceive the use of such knowledge for strategic planning and strategic leadership practices.
3/ Do you personally involve in strategic planning and implementation activities for development aid technical assistance projects and programs in Ethiopia? If you brief your experience regarding the use of knowledge of development aid technical assistance projects and program in this processes?

4/ Did you personally observe that knowledge that gained from development aid technical assistance projects and programs is used in the strategic planning and/or strategic leadership practices by Ethiopia public organizations? If so, if you explain?

5/ In Ethiopia public organizations, do you think that development aid technical assistance knowledge is used for strategic management (planning and implementation). Do you think that knowledge is used for strategic leadership practices that organizations executive and directors use to lead and transform their organization to achieve their organizations strategic vision and mission? How far such knowledge is used wisely? Do you think that knowledge is used for strategic leadership practices that public organizations executive, directors, and employee use it towards the country poverty reduction, growth, and prosperity for instance achieving five years Growth and Transformation Plans (GTP I, GTP II)? To what extent you believe that public organizations use development aid technical assistance knowledge for strategic planning and strategic leadership practices in systemic way?

6/ From your experience or observation, how far development aid technical assistance knowledge is actually reflected in five years strategic plans and yearly plans? How far plans accommodate emergent changes based on new knowledge gained from development aid technical assistance projects and programs?

7/ Would you list some strength and weakness of public organizations use of development aid technical assistance knowledge for strategic planning and strategic leadership practices?

8/ Would you list some opportunities and threats of public organizations use of development aid technical assistance knowledge for strategic planning and strategic leadership practices?

9/ What looks like project and program environment (internal, external, local, expatriate, international situation, Ethiopia context, different cultures, knowledge network, knowledge culture)? In your understanding what look like the working relationships and understanding of development aid agencies, development consultants, and public organizations towards knowledge utilization for strategic management and strategic leadership related activities from the perspective of partnership need, knowledge need, capacity building, development plan success, and business success?

10/ From your experience in development aid technical assistance which partner (government organizations, development consultants, development aid organizations, etc) is more happy/unhappy about the partnership? What about development plan success, and business success?
11/ From your experience do you believe that development aid technical assistance knowledge is utilized by public organizations for strategic planning and strategic leadership practices in effective way?

12/ From your experience do you believe that development aid technical assistance knowledge is utilized by public organizations for strategic planning and strategic leadership practices in efficient way?

13/ From your experience do you believe that development aid technical assistance knowledge is utilized by public organizations for strategic planning and strategic leadership practices in sustainable way?

14/ Do you think, there are strategic opportunities to utilize development aid technical assistance knowledge effectively, efficiently, and sustainably? If so, if you list some opportunities? Can we associate these opportunities from international certainties and trends of the 21st century (trends related to political, economical, socio-cultural, technological, environmental, and legal)?

15/ Due to think there are strategic challenges to utilize development aid technical assistance knowledge effectively, efficiently, and sustainably? If so, if you list some challenges? Can we associate these challenges from government organizations, development consultants, and development aid agencies resource limitation, awareness gap, competency and capacity gap, culture gap, technology, systems, structure, management style, strategy regarding good use/wise use of knowledge? In your view who take the major/lion share for this challenges to happen? (government organization, development consultants, donor agencies, others)? From government organizations (leadership/senior officials, management, and employee) who takes the major/lion share to lead in tackling these challenges?. If you kindly suggest some strategic key issues to utilize knowledge effectively, efficiently, and sustainably.
Development Aid Technical Assistance Knowledge Utilization in the Ethiopian Public Organizations

Aychew Adane Sendek - 78482739

Interview Guideline 5/ For focus group discussion - (group member are identified)

Respondents Full Name
Sex
Education Level
Age
Nationality
Telephone
Country Residence
Email
Total Years of experience
Signature

Years of work experience in the study topic area

(Experience on Ethiopia Development Assistance Group (DAG) supported projects and programs. Projects and programs completed within the last five years or experience on DAG supported ongoing project/s and program/s that has/have at least two years life time since started).

Honourable respondent, I kindly request you to respond the following questions on the topic of "Development Aid Technical Assistance Knowledge Utilization in the Ethiopian Public Organizations". Your response will be used for the study purpose only and it will remain absolutely confidential. By no means it will taken as a formal stand your organization and it will be taken as your personal view.

1/ Do you think public organizations of Ethiopia lead by strategy? Which units of organizations involve in strategic planning activities? In your understanding, how far/to what extent public organizations of Ethiopia plan and implement strategies? If you describe the organizational strategic and transformational leadership situation of Ethiopia public organizations? How about change management, strategic project management, executives role in project management in these organizations in relation to development aid/grant technical assistance knowledge utilization? How about the contribution of DA projects and programs? How about capacity building and capacity development from DA TA?

2/ What look like knowledge management activities in Ethiopia public organizations? Do you think knowledge is created and transferred from Development Assistance Group (DAG) technical assistance projects and programs to Ethiopia public organizations? From this knowledge that created and shared to what extent it is strategic? To what extent it is utilized? In overall, how you and/or your organization understand and perceive the use of such knowledge for strategic planning and strategic leadership practices?
3/ Do you personally involve in strategic planning and implementation activities for development aid technical assistance projects and programs in Ethiopia? If you brief your experience regarding the use of knowledge of development aid technical assistance projects and program in this processes?

4/ Did you personally participate and/or observe that knowledge that gained from development aid technical assistance projects and programs is used in the strategic planning/implementation and/or strategic leadership practices by Ethiopia public organizations? If so, if you explain?

5/ In Ethiopia public organizations, do you think that development aid technical assistance knowledge is used for strategic management (planning and implementation). Do you think that knowledge is used for strategic leadership practices that organizations executive and directors use to lead and transform their organization to achieve their organizations strategic vision and mission? How far such knowledge is used wisely? Do you think that knowledge is used for strategic leadership practices that public organizations executive, directors, and employee use it towards the country poverty reduction, growth, and prosperity for instance achieving five years Growth and Transformation Plans (GTP I, GTP II)? To what extent you believe that public organizations use development aid technical assistance knowledge for strategic planning and strategic leadership practices in systemic way?

6/ From your experience or observation, how far development aid technical assistance knowledge is actually reflected in five years strategic plans and yearly plans? How far plans accommodate emergent changes based on new knowledge gained from development aid technical assistance projects and programs?

7/ Would you list some strength and weakness of public organizations use of development aid technical assistance knowledge for strategic planning and strategic leadership practices?

8/ Would you list some opportunities and threats of public organizations use of development aid technical assistance knowledge for strategic planning and strategic leadership practices?

9/ What looks like project and program environment (internal, external, local, expatriate, international situation, Ethiopia context, different cultures, knowledge network, knowledge culture)? In your understanding what look like the working relationships and understanding of development aid agencies, development consultants, and public organizations towards knowledge utilization for strategic management and strategic leadership related activities from the perspective of partnership need, knowledge need, capacity building, development plan success, and business success?

10/ From your experience in development aid technical assistance which partner (government organizations, development consultants, development aid organizations, etc) is more happy/unhappy about the partnership? What about development plan success, and business success?
11/ From your experience do you believe that development aid technical assistance knowledge is utilized by public organizations for strategic planning and strategic leadership practices in effective way?

12/ From your experience do you believe that development aid technical assistance knowledge is utilized by public organizations for strategic planning and strategic leadership practices in efficient way?

13/ From your experience do you believe that development aid technical assistance knowledge is utilized by public organizations for strategic planning and strategic leadership practices in sustainable way?

14/ Do you think, there are strategic opportunities to utilize development aid technical assistance knowledge effectively, efficiently, and sustainably? If so, if you list some opportunities? Can we associate these opportunities from international certainties and trends of the 21st century (trends related to political, economical, socio-cultural, technological, environmental, and legal)?

15/ Due to think there are strategic challenges to utilize development aid technical assistance knowledge effectively, efficiently, and sustainably? If so, if you list some challenges? Can we associate these challenges from government organizations, development consultants, and development aid agencies resource limitation, awareness gap, competency and capacity gap, culture gap, technology, systems, structure, management style, strategy regarding good use/wise use of knowledge? In your view who take the major/lion share for this challenges to happen? (government organization, development consultants, donor agencies, others)? From government organizations (leadership/senior officials, management, and employee) who takes the major/lion share to lead in tackling these challenges? If you kindly suggest some strategic key issues to utilize knowledge effectively, efficiently, and sustainably.
Annex II - Structured interview questions

1.1.1 Is government organization lead by strategy? Yes/No

1.2.1 Is there knowledge management activity in government organizations including development aid projects and programs? Yes/No

1.2.2 Do you think knowledge is created from development aid TA projects and programs in government organizations? Yes/No

1.2.3 Do you think knowledge is transferred/shared from development aid TA projects and programs to government organization? Yes/No

1.2.4 Do you think development aid TA knowledge is being used wisely in government organizations? Yes/No

1.3.1 Do you personally involve/support/observe DA TA projects and programs strategic planning activities in government organizations? Yes/No

1.4.1 Did you personally apply/support/observe the application of knowledge that gained from DA TA projects and programs in strategic planning and/or strategic leadership practices in the government organizations? Yes/No

1.5.1 In your/government organization/s, do you think that development aid TA knowledge is used for strategic planning? Yes/No

1.5.2 In your/government organization/s, do you think that development aid TA knowledge is used for strategy implementation? Yes/No

1.5.3 Do you think that development aid TA knowledge is used for strategic leadership practices that government organizations executive and directors/managers use it to lead and transform their organizations and to achieve organizations strategic vision and missions? Yes/No

1.5.4 Do you think that development aid TA knowledge is used for strategic leadership practices that organizations executive, directors, and employee use it towards the country poverty reduction, growth, and prosperity for instance achieving GTP I and GTP II? Yes/No

1.5.5 If you rate to what extent government organization use development aid TA knowledge for strategic planning and strategic leadership practices (good, above average, average, below average, poor)? Yes/No
1.5.6 If you rate to what extent government organization use development aid TA knowledge for strategic planning and strategic leadership practices in systemic way (good, above average, average, below average, poor)?.

2.9.1 Do you think that the working relationship, understanding, and partnership of public organizations, development consultants, and development aid agencies in development aid TA is clear? Yes/No

2.9.2 Do you think that the working relationship, understanding, and partnership of public organizations, development consultants, and development aid agencies in development aid TA knowledge utilization for strategic management and strategic leadership related activities is clear? Yes/No

2.9.3. If you rate the clarity of working relationships, understanding, and partnership of public organizations, development consultants, and development aid agencies in development aid TA (good, above average, average, below average, poor)?

2.9.4. If you rate the clarity of working relationships, understanding, and understanding of public organizations, development consultants, and development aid agencies in development aid TA knowledge utilization for strategic management and strategic leadership related activities (good, above average, average, below average, poor)?

2.9.5 Is development aid TA partnership need based? Yes/No

2.9.6. Does development aid TA partnership building capacity from the perspective of knowledge utilization for strategic planning and strategic leadership practices? Yes/No

2.10.1 Do you think effective, efficient, and sustainable development aid TA knowledge utilization by government organizations for their strategic planning and strategic leadership practice can be considered as public organizations development success? Yes/No

2.10.2 Do you think that effective, efficient, and sustainable development aid TA knowledge utilization by government organization for their strategic planning and strategic leadership practices can be considered as a business success for development consulting firms and development consultants? Yes/No

2.10.3 Do you think effective, efficient, and sustainable development aid TA knowledge utilization by government organization for their strategic planning and strategic leadership practice can be considered as a development aid agencies (donors) success? Yes/No
2.10.4 If you rate the successfulness of development aid TA partnership and cooperation from the perspective of strategic and wise use of knowledge in rating scale (good, above average, average, below average, poor)?

2.11.1 From your experience do you believe that development aid TA knowledge is utilized by public organizations for strategic plans and strategic leadership practices in effective way? Yes/No

2.11.2 If you rate the effectiveness of development aid TA knowledge utilization by public organizations for strategic plans and strategic leadership practices in rating scale (good, above average, average, below average, poor)?

2.12.1 From your experience do you believe that development aid TA knowledge is utilized by public organizations for strategic plans and strategic leadership practices in efficient way? Yes/No

2.12.2 If you rate the efficiency of development aid TA knowledge utilization by public organizations for strategic plans and strategic leadership practices in rating scale (good, above average, average, below average, poor)?

2.13.1 From your experience do you believe that development aid TA knowledge is utilized by public organizations for strategic plans and strategic leadership practices in sustainable way? Yes/No

2.13.2 If you rate the sustainability of development aid TA knowledge utilization by public organizations for strategic plans and strategic leadership practices in rating scale (good, above average, average, below average, poor)?

3.14.1 Do you think that there are strategic opportunities to utilize knowledge in Ethiopia public organizations? Yes/No

3.15.1 Due you to think that there are strategic challenges to utilize knowledge in Ethiopia public organizations? Yes/No

3.15.2 Can we associate these challenges from government organizations, development consultants, and development aid agencies weakness regarding good use/wise use of knowledge? Yes/No
Annex III - Question and sub question guide

In order to facilitate the communication the following codes are given for each question. The codes are designed in such way that to refer easily questions listed 1 to 15. Questions inline to SRQ, and each sub question is also numbered to refer the SRQ and questions. For example, 1.2.4 means 1 refers the SRQ 1, 2 refers question 2, and 4 refers the Sub Question that falls under SRQ 1 and question 2.

Table 4.3 In-depth interview and FGD questions number and sub questions number

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Annex IV - Research submission approval (supervisor approval)

The Programme Administrator: MBL 3
Graduate School of Business Leadership
P O Box 392
UNISA
0003

Fax no: +27 11 6520299

CONSENT TO SUBMIT RESEARCH REPORT

Consent is hereby given to

AYCHEW ADANE SENDEK

Student number 78482739...to submit his research report in its final form.

STUDY LEADER... ............. DATE....20 March 2017...

Scholars must obtain this consent from their Study Leaders before Final Submission of the 2 RING BOUND to the MBL3 Office. Research Report must reach Mr John Mouton on or before the due date.
SBL, ROOM 02-18, tmouton@unisa.ac.za
Annex V - Consent form individual in-depth interview

Informed consent for participation in an academic research project

Development Aid Technical Assistance Knowledge Utilization in the Ethiopian Public Organizations

Dear

You are hereby invited to participate in an academic research study conducted by Aychew Adane Sendek, a student in the Master of Business Leadership at UNISA’s Graduate School of Business Leadership (SBL).

The purpose of the study is to explore knowledge utilization of Ethiopia public organizations, gained from development aid technical assistance through development consultants, for the use of strategic planning and strategic leadership practices.

All your answers will be treated as confidential, and you will not be identified in any of the research reports emanating from this research.

Your participation in this study is very important to us. You may however choose not to participate and you may also withdraw from the study at any time without any negative consequences.

Participants are requested to answer face to face interview questions as completely and honestly as possible. For this, there will be interview guiding questions. This should not take more 2 hours of your time.

The results of the study will be used for academic purposes only and may be published in an academic journal. We will provide you with a summary of our findings on request.

Please contact my supervisor, Prof PMD Rwelamila, on +27 11 652 0236 or rwelapmd@unisa.ac.za if you have any questions or comments regarding the study. Please sign below to indicate your willingness to participate in the study.

Yours sincerely

Aychew Adane Sendek. Mobile: +251911750902, Email: aychew12@yahoo.com

MBL final year student

I, herewith give my consent to participate in the study. I have read the letter and understand my rights with regard to participating in the research.

___________________________  __________________
Respondent’s signature  Date
INFORMED CONSENT FORM

I hereby confirm that I have been adequately informed by the researcher about the nature, conduct, benefits and risks of the study. I have also received, read and understood the above written information. I am aware that the results of the study will be anonymously processed into a research report. I understand that my participation is voluntary and that I may, at any stage, without prejudice, withdraw my consent and participation in the study. I had sufficient opportunity to ask questions and of my own free will declare myself prepared to participate in the study.

Research participant’s name: ______________________ (Please print)

Research participant’s signature: ______________________

Date: ______________

Researcher’s name: Ayche Adane Sendek

Researcher’s signature: ______________________

Date: ______________
Annex VI - Consent form for FGD

Informed consent for participation in an academic research project

Development Aid Technical Assistance Knowledge Utilization in the Ethiopian Public Organizations

Dear

You are herewith invited to participate in an academic research study conducted Aychew Adane Sendek, a student in the Master of Business Leadership at UNISA’s Graduate School of Business Leadership (SBL).

The purpose of the study is to explore knowledge utilization of Ethiopia public organizations, gained from development aid technical assistance through development consultants, for the use of strategic planning and strategic leadership practices.

All your answers will be treated as confidential, and you will not be identified in any of the research reports emanating from this research.

Your participation in this study is very important to us. You may however choose not to participate and you may also withdraw from the study at any time without any negative consequences.

Participants are requested to participate in focus group discussion that will consist 6 - 10 people. There will be interview guiding questions. The group discussion will be facilitated by the researcher. You are requested to participate in the discussion and answer questions completely and honestly as possible. This should not take more than 2 hours of your time.

The results of the study will be used for academic purposes only and may be published in an academic journal. We will provide you with a summary of our findings on request.

Please contact my supervisor, Prof PMD Rwelamila, on +27 11 652 0236 or rwelapmd@unisa.ac.za if you have any questions or comments regarding the study. Please sign below to indicate your willingness to participate in the study.

Yours sincerely

Aychew Adane Sendek, (+251911750902), aychew12@yahoo.com

MBL final year student

I, herewith give my consent to participate in the study. I have read the letter and understand my rights with regard to participating in the research.

___________________________  __________________
Respondent’s signature  Date
INFORMED CONSENT FORM

I hereby confirm that I have been adequately informed by the researcher about the nature, conduct, benefits and risks of the study. I have also received, read and understood the above written information. I am aware that the results of the study will be anonymously processed into a research report. I understand that my participation is voluntary and that I may, at any stage, without prejudice, withdraw my consent and participation in the study. I had sufficient opportunity to ask questions and of my own free will declare myself prepared to participate in the study.

Research participant’s name: ____________________________ (Please print)

Research participant’s signature: _______________________

Date: ______--__________

Researcher’s name: Aychew Adane Sendek

Researcher’s signature: _____________________________

Date: ___________________
PARTICIPANT INFORMATION SHEET

Date

Title: Development Aid Technical Assistance Knowledge Utilization in the Ethiopian Public Organizations

Dear

My name is Aychew and I am doing research with Prof PMD Rwelamila a professor, in the Graduate School of Leadership towards MBL at the University of South Africa. We are inviting you to participate in a study entitled “Development Aid Technical Assistance Knowledge Utilization in the Ethiopian Public Organizations”.

WHAT IS THE AIM/PURPOSE OF THE STUDY?

The purpose of the study is to explore knowledge utilization of Ethiopia public organizations, gained from development aid technical assistance through development consultants, for the use of strategic planning and strategic leadership practices.

The main aim/goal of this research will be to conceptualize and contribute the understanding of knowledge utilization of Ethiopia public organizations that gained from development aid technical assistance through development consultants for the use of strategic planning and strategic leadership practices.

Your participation in the study will enable to analyze public organizations use of technical assistance knowledge for strategic planning and strategic leadership practices, to explore public organizations, development consultants, and development aid agencies partnership in knowledge utilization, and to identify strategic opportunities and challenges related to public organizations technical assistance knowledge utilization.

WHY AM I BEING INVITED TO PARTICIPATE?

16 individual in-depth interviews will be conducted from this study. From these 4 from public organizations (2 senior managers/ managers, 2 experts), 4 from development consultants (2 managers and 2 experts; from these at least 2 international consultants), 4 development aid agency respondents (2 managers and 2 experts). In addition 4 experts who have well understanding on the research topic will be interviewed. These experts from varies sectors will be chosen to get insight
about the research problem based on their experience related to the problem. Respondents are those that will be chosen purposefully representing the research topic. Two regions (Amhara and Benishangul Gumuz Region) will have respondents but the majority will be from Addis Ababa - federal public organizations, consulting companies, and development aid agencies. All respondents age minimum limit will be 30 years old (at least 8 years work experience after university graduation (18+4+8), from this at least 5 years’ experience in the study area – who has worked or has experience on development aid technical assistance projects and programs). Respondents should have at least first degree and should have experience and understanding on Ethiopia Development Assistance Group (DAG) supported projects and programs. Projects and programs completed within the last five years or experience on DAG supported ongoing project/s and program/s that has/have at least two years life time since started).

There will be also two focus group discussions on similar topic. The focus group will consist of 6 - 10 people that represent different research groups.

**WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY /WHAT DOES THE RESEARCH INVOLVE?**

I have semi structured interview questions. You are kindly requested to participate in the individual in-depth interview and respond based on these questions. The study will not involve, tape, or any electronic media. The researcher only takes notes from your responses.

The semi structure interview questions have been designed in such a way as not to take more than 2 hours. Please note there is no right or wrong answer.

All the information you provide will be treated in confidence. Once all interview answers collected and analyses conducted, the results of the study will be presented as a whole or in aggregate form (to ensure your anonymity) and written up as scholarly paper. If you wish to do so, you will be able to get a copy of my findings of study from me at the end of my study.

**CAN I WITHDRAW FROM THIS STUDY?**

Please note that participation in this study is voluntary. You may choose to withdraw from the study at any time of your choice without having to explain the reason why. University of South Africa (UNISA) conducts research in accordance with standard guidelines and regulations that are applicable to postgraduate level research. All such guidelines on research ethics are designed in order to ensure the protection of the welfare and rights of humans, animals and the environment while I conduct my research activities.
WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

This research has many potential benefits. It will help to maximize development aid technical assistance projects and programs knowledge utilization in effective, efficient, and sustainable manner. It will help also to enhance partnership, and to identify strategic opportunities and challenges. It would be an input to develop proper knowledge utilization strategies in order to have better strategic decisions and strategic leadership in public organizations. This would contribute to the country poverty reduction and development efforts.

Development consultants will have better understanding regarding the knowledge utilization that is acquired and transferred by them to their public clients. This research facilitates better public private partnership. It is an add value for consulting firms to develop better business strategies in order to satisfy their customers (public organizations and development aid agencies) wants, needs and demands. This would contribute for their profitability and growth in the long term. For development aid agencies (international community partially represented by these agencies), the study helps that their money has value in making a difference - government capacity is developed and knowledge is utilized so as to contribute for the betterment of life of Ethiopian people.

For the academic world, it would add value through initiating preliminary questions that would help the understanding of knowledge management of developing countries public organizations. It would also add value of the academic understanding of knowledge utilization, capacity building, and designing knowledge management strategies for developing countries. It would also add value for the understanding of private public partnership, and development consulting service business strategies. In addition, it would add value of the academic understanding of knowledge utilization as part of strategic management and strategic leadership competencies, development aid effectiveness, efficiency, and sustainability in developing countries.

Participants are part in their daily working life in relation to the topic. As a result they benefit by getting more insight on the topic. They would be motivated further to understand and explore issues.

The community and the broader society will also be benefit from the research output as discussed above.
WHAT IS THE ANTICIPATED INCONVENIENCE OF TAKING PART IN THIS STUDY?

If you decide to take part in my study, you will be required to participate in the interview. You will be asked to respond to semi structured questions regarding knowledge utilization for strategic planning and strategic leadership practice in Ethiopia public organizations that gained from development aid technical assistance projects and programs. The interview will not take more than 2 hours.

WILL WHAT I SAY BE KEPT CONFIDENTIAL?

The researcher will take note for your answers. Your name will not be recorded anywhere and no one will be able to connect you to the answers you give. Your answers will be given a fictitious code number or a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings.

Your answers may be reviewed by people responsible for making sure that research is done properly, including a transcriber, external coder, and members of the Research Ethics Committee. Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records.

A report of the study may be submitted for publication, but individual participants will not be identifiable in such a report.

HOW WILL INFORMATION BE STORED AND ULTIMATELY DESTROYED?

Information (notes from your answers) will be written in soft copy and stored on a password protected computer by the researcher for a period of 5 years. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. After 5 years the original data will be destroyed.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

No payment or reward will be offered for participating in the study.

HAS THE STUDY RECEIVED ETHICAL APPROVAL?

This study has received written approval from the Research Ethics Committee of the College of Economic and Management Sciences, UNISA. A copy of the approval letter can be obtained from the researcher if you so wish.
HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS?

Should you require any further information or want to contact the researcher about any aspect of this study and if you would like to be informed of the final research findings please contact Aychew Adane, on +251911750902 or aychew12@yahoo.com. Should you have concerns about the way in which the research has been conducted, you may contact Prof PMD Rwelamila, on +27 11 652 0236 or rwelapmd@unisa.ac.za

Thank you for taking time to read this information sheet and for participating in this study.

Thank you.

........................................

Aychew Adane Sendek
PARTICIPANT INFORMATION SHEET

Date

Title: Development Aid Technical Assistance Knowledge Utilization in the Ethiopian Public Organizations

Dear

My name is Aychew and I am doing research with Prof PMD Rwelamila a professor, in the Graduate School of Leadership at UNISA towards a MBL at the University of South Africa. We are inviting you to participate in a study entitled “Development Aid Technical Assistance Knowledge Utilization in the Ethiopian Public Organizations”.

WHAT IS THE AIM/PURPOSE OF THE STUDY?

The purpose of the study is to explore knowledge utilization of Ethiopia public organizations, gained from development aid technical assistance through development consultants, for the use of strategic planning and strategic leadership practices.

The main aim/goal of this research will be to conceptualize and contribute the understanding of knowledge utilization of Ethiopia public organizations that gained from development aid technical assistance through development consultants for the use of strategic planning and strategic leadership practices.

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16 individual in-depth interviews will be conducted from this study. From these, 4 from public organizations (2 senior managers/ managers, 2 experts), 4 from development consultants (2 managers and 2 experts, from these at least 2 international consultants), and 4 development aid agency respondents (2 managers and 2 experts). In addition 4 experts who have well understanding on the research topic will be interviewed. These experts from varies sectors will be
chosen to get insight about the research problem based on their experience related to the problem. Respondents are those that will be chosen purposefully representing the research topic. Two regions (Amhara and Benishangul Gumuz Region) will have respondents but the majority will be from Addis Ababa - federal public organizations, consulting companies, and development aid agencies. All respondents age limit will be 30 years old (at least 8 years work experience after university graduation (18+4+8), from this at least 5 years’ experience in the study area – who has worked or has experience on development aid technical assistance projects and programs). Respondents should have at least first degree and should have experience and understanding on Ethiopia Development Assistance Group (DAG) supported projects and programs. Projects and programs completed within the last five years or experience on DAG supported ongoing project/s and program/s that has/have at least two years life time since started).

There will be also two focus group discussions on similar topic. The focus group will consist of 6 - 10 people that represent different research groups.

WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY /WHAT DOES THE RESEARCH INVOLVE?

I have semi structured focus group discussion guiding questions. You are kindly requested to participate in One Focus Group Discussion. The study will not involve, tape, or any electronic media. The researcher only takes notes from the group discussions.

The group discussion has been designed in such a way that not to take more than 2 hours. Please note there is no right or wrong answers.

All the information you provide will be treated in confidence. Once all interview answers collected and analyses conducted, the results of the study will be presented as a whole or in aggregate form (to ensure your anonymity) and written up as scholarly paper. If you wish to do so, you will be able to get a copy of my findings of study from me at the end of my study

CAN I WITHDRAW FROM THIS STUDY?

Please note that participation in this study is voluntary. You may choose to withdraw from the study at any time of your choice without having to explain the reason why. University of South Africa (UNISA) conducts research in accordance with standard guidelines and regulations that are applicable to postgraduate level research. All such guidelines on research ethics are designed in order to ensure the protection of the welfare and rights of humans, animals and the environment while I conduct my research activities.
WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

This research has many potential benefits. It will help to maximize development aid technical assistance projects and programs knowledge utilization in effective, efficient, and sustainable manner. It will help also too enhance partnership, and to identify strategic opportunities and challenges. It would be an input to develop proper knowledge utilization strategies in order to have better strategic decisions and strategic leadership in public organizations. This would contribute to the country poverty reduction and development efforts.

Development consultants will have better understanding regarding the knowledge utilization that is acquired and transferred by them to their public clients. This research facilitates better public private partnership. It is an add value for consulting firms to develop better business strategies in order to satisfy their customers (public organizations and development aid agencies) wants, needs and demands. This would contribute for their profitability and growth in the long term. For development aid agencies (international community partially represented by these agencies), the study helps that their money has value in making a difference - government capacity is developed and knowledge is utilized so as to contribute for the betterment of life of Ethiopian people.

For the academic world, it would add value through initiating preliminary questions that would help the understanding of knowledge management of developing countries public organizations. It would also add value of the academic understanding of knowledge utilization, capacity building, and designing knowledge management strategies for developing countries. It would also add value for the understanding of private public partnership, and development consulting service business strategies. In addition, it would add value of the academic understanding of knowledge utilization as part of strategic management and strategic leadership competencies, development aid effectiveness, efficiency, and sustainability in developing countries.

Participants are part in their daily working life in relation to the topic. As a result they benefit by getting more insight on the topic. They would be motivated further to understand and explore issues.

The community and the broader society will also be benefit from the research output as discussed above.

WHAT IS THE ANTICIPATED INCONVENIENCE OF TAKING PART IN THIS STUDY?

If you decide to take part in my study, you will be required to participate in the focus group discussion. You will be asked to respond to semi structured questions while discussing in the the
group regarding knowledge utilization for Strategic planning and strategic leadership practice in Ethiopia public organizations that gained from development aid technical assistance projects and programs. The focus group discussion will not take more than 2 hours.

**WILL WHAT I SAY BE KEPT CONFIDENTIAL?**

The researcher will take note for your and the group answers. Your name will not be recorded anywhere and no one will be able to connect you to the answers you give. Your answers will be given a fictitious code number or a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings.

Your answers may be reviewed by people responsible for making sure that research is done properly, including a transcriber, external coder, and members of the Research Ethics Committee. Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records.

A report of the study may be submitted for publication, but individual participants will not be identifiable in such a report.

Your answers will be stored in a safe place for future research or academic purposes; electronic information will be stored on a password protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable.

While every effort will be made by the researcher to ensure that you will not be connected to the information that you share during the focus group discussion, I cannot guarantee that other participants in the focus group will treat information confidentially. I shall, however, encourage all participants to do so. For this reason I advise you not to disclose personally sensitive information in the focus group.

**HOW WILL INFORMATION BE STORED AND ULTIMATELY DESTROYED?**

Information (notes from your answers) will be written in soft copy and stored on a password protected computer by the researcher for a period of 5 years. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. After 5 years the original data will be destroyed.

**WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?**

No payment or reward will be offered for participating in the study.
HAS THE STUDY RECEIVED ETHICAL APPROVAL?

This study has received written approval from the Research Ethics Committee of the College of Economic and Management Sciences, UNISA. A copy of the approval letter can be obtained from the researcher if you so wish.

HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS?

Should you require any further information or want to contact the researcher about any aspect of this study and If you would like to be informed of the final research findings please contact Aychew Adane, on +251911750902 or aychew12@yahoo.com. Should you have concerns about the way in which the research has been conducted, you may contact Prof PMD Rwelamila, on +27 11 652 0236 or rwelapmd@unisa.ac.za

Thank you for taking time to read this information sheet and for participating in this study.

Thank you.

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Aychew Adane Sendek
Annex XIII - Research ethics approval

SCHOOL OF BUSINESS LEADERSHIP
RESEARCH ETHICS REVIEW COMMITTEE (GSBL CRERC)

28 November 2016

Dear Mr Sendek

Decision: Ethics Approval

Ref #: 2016_SBL_372_FA
Name of applicant: Mr AA Sendek
Student #: 78482738

Student: Mr AA Sendek, aychew12@yahoo.com, +25 191 1750902

Supervisor: Prof PMD Rwelamila, rwelamila@unisa.ac.za, 011 652 0236

Project Title: Development Aid Technical Assistance Knowledge Utilization in the Ethiopian public organisation

Qualification: Masters in Business Leadership (MBL)

Thank you for applying for research ethics clearance, SBL Research Ethics Review Committee reviewed your application in compliance with the Unisa Policy on Research Ethics.

Outcome of the SBL Research Committee:
Approval is granted for the duration of the Project

The application was reviewed in compliance with the Unisa Policy on Research Ethics by the SBL Research Ethics Review Committee on the 24/11/2016.

The proposed research may now commence with the proviso that:
1) The researcher/s will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
2) Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study, as well as changes in the methodology, should
be communicated in writing to the SBL Research Ethics Review Committee.

3) An amended application could be requested if there are substantial changes from the existing proposal, especially if those changes affect any of the study-related risks for the research participants.

4) The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study.

Kind regards,

[Signature]

Prof R Ramphal

Chairperson: SBL Research Ethics Committee
011 – 652 0363 or rarnphrr@unisa.ac.za

[Signature]

Dr R Mokate

CEO and Executive Director: Graduate School of Business Leadership
011-652 0256/mokatre@unisa.ac.za
Digital Receipt

This receipt acknowledges that Turnitin received your paper.
Annex XI - List of Ethiopia DAG Members

The Development Assistance Group (DAG) was established in 2001 and is composed of 29 bilateral and multilateral partners. It was established to foster and catalyse policy dialogue and to coordinate and harmonize development partners' support in the Government of Ethiopia's preparation, implementation and monitoring and evaluation of the national development plan and the MDGs. Donor agencies providing development assistance to Ethiopia within the Paris Declaration principles of aid effectiveness and harmonization. The main objective of the DAG is to ensure a more effective delivery and utilization of development assistance to Ethiopia. DAG actively works within the Paris Declaration framework of Aid Effectiveness and Harmonization to foster and catalyze police dialogue and co-ordinate support in the preparation, monitoring and evaluation of the country’s Poverty Reduction Strategy (Plan for Accelerated and Sustainable Development to End Poverty) and the universal Millennium Development Goals. Ethiopia DAG members are: African Development Bank (AfDB), Austrian Development Cooperation, Belgium Development Cooperation, CIDA, Denmark Embassy, DFID, European Commission (EU), Finland Embassy, French Embassy, German Embassy, GTZ-Ethiopia, IMF, Indian Embassy, Israel, Embassy of Ireland, Italian Development Cooperation, Japan Embassy, JICA, KfW, Netherlands Embassy, Norwegian Embassy, Embassy of Sweden, Spanish Agency for International Development Cooperation(AECID), Turkish International Cooperation Agency (TICA), UNICEF, UNDP, USAID, WFP and World Bank, Canada, and German Development Cooperation.


- Organization Type: Funding Agencies
- Headquarters: Ethiopia
- Founded: 2001