

**Kibedi Henry**

**Thesis title**

**Knowledge Management Practices, Team Strategic Competencies and  
Team Performance in the Health Sector**

Abstract

Teamwork and knowledge management practices have been advocated for as the main drivers of quality service delivery. Despite multiple appeals for cross fertilization, research in both fields has progressed in parallel with little effort made to integrate the two. This study assessed the relationships between team strategic competences and knowledge management practices and their role in explaining variations in team performance. A quasi-experimental non equivalent group design was used to evaluate the effectiveness of team psychological safety building, active reflection and profiling of shared and complimentary knowledge. Four teaching hospitals were randomly selected. Basing on validated team criteria for inclusion in the sample, twenty four (24) teams participated in the study at time one and forty (40) teams (trained, untrained and second comparison group) at time two. At time one and two the study used a sample of 132 and 193 respondents respectively. Hypotheses were tested using SPSS version 17.

Most relational hypotheses results were positive and significant. The regression model indicated that knowledge management practices, reflective action team learning, team trust, team absorptive capacity, shared mental models, and team psychological safety predict 58% variations in team performance. Reflective action team learning, team trust and team absorptive capacity were highly consistent predictors of team performance. Hierarchical regression analysis revealed significant interaction effects. Further there was a significant difference between the mean scores of the trained group at time one and time two; and mean scores of the trained and untrained group at time two for all study variables confirming the training intervention effect. Results offer insight for theory and practice into how team strategic competences and team knowledge articulation, acquisition, creation and transfer practices enhance team performance.

Supervisors: Prof Peter Baguma and Dr Julius Kikooma