KNOWLEDGE MANAGEMENT IN THE DEVELOPMENT OF ‘WE LOVE READING’

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This paper investigates the role knowledge management played in the development of the organization ‘We Love Reading’. The paper utilizes on the theory of social entrepreneurship, leadership, and knowledge management in order to understand the knowledge sharing and replication process of ‘We Love Reading’. It encompasses the theories to create a parallel between the knowledge management process of We Love Reading and its leadership style, when being a social enterprise. The methodology of this paper is based on the interpretivist paradigm and applies semi-structured interviews and observations, as a method to understanding how ‘We Love Reading’ manages their knowledge. Moreover, what knowledge management challenges they have encountered and how they overcame them. Especially, the paper analyses the influence that the leader of the organization had in overcoming the knowledge management challenges. The paper’s findings indicate that the organization uses both principles and templates in their knowledge management process. They have encountered knowledge management challenges based on the lack of knowledge management systems. Hence, the leader of the organization played an important role in identifying and supporting the people responsible for technological innovation in the organization. Moreover, the organization had a challenge when the workforce resisted the implementation of knowledge management systems. The organization was able to overcome this challenge by the transformational leader motivating the employees and creating trust, which is essential for the organizational communication and knowledge sharing process.
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1. Introduction

1.1 Topic, Relevance & Motivation

Social entrepreneurship as a concept is fascinating, and the accumulative social value created globally is remarkable. The concept has recently caught the attention of academics because of its unique approach to finding solutions to societal and developmental problems. It is the art of combining philanthropic work with the business-like mindset (Nicholls 2008). These social ventures are increasingly required to manage their knowledge in order to be more effective (Zagoršek, 2009). Over the past years the term ‘knowledge management’ has evolved to represent the changing nature of the workplace. In a knowledge society, Drucker (1993) convincingly argue that land, labor, and capital – the classical factors of production – has been largely replaced by knowledge. Knowledge has become ‘the resource’ rather than ‘a resource’ (ibid, p. 45). Effective management of knowledge is central and one of the core competencies that must be mastered for an organization to succeed, as much of the information that an organization is trying to manage is held within the personal and collective experiences of the workforce (Gaines, 1987).

The researcher of this paper travelled to the social venture ‘We Love Reading’ (WLR) in Amman, Jordan, to conduct data for the paper. The organization has a model that is very simple, as it can be described in one sentence; its program aims at reading aloud for children. The researcher was inspired by their vision and the social impact they have created in Jordan, and internationally. The research-visit to the ventures headquarter (HQ) was very insightful as it allowed for rich field data collection, and the opportunity to look into specific and important elements of the social venture. The ability for observations of people and processes in WLR played a big role in conducting data for the research objectives.

The aim of this paper is the understanding of social entrepreneurship, how it connects and is interconnected. Naturally, restrictions occur for the breadth and depth of the research area. Therefore, specific elements of interest have been chosen for examination in order to present findings that contribute to a better understanding of the concept.
1.2 Problem Formulation & Research Questions

Knowledge in an organization is created in the communication process between people both within and outside of the organization (Bass & Riggio, 2006). In order to motivate the employees to share knowledge, there are some factors that an organization has to be aware of (McShane & Traviglione, 2010). One of the factors that the paper will focus on is the leader’s influence on the knowledge sharing process (Bollinger & Smith, 2001). As a result of the case being a social venture, and the founder of the case a social entrepreneur, the connection between social entrepreneurship and leadership theory will be established (Thompson et al., 2000).

This research paper will aim at studying how knowledge is managed in the social venture of WLR. Furthermore, unfolding which knowledge management challenges they have encountered and how they have been able to overcome them. Uncovering how WLR overcame knowledge management challenges may contribute to vital insights into specific elements of importance for social enterprises, and how they interconnect with other factors. We want to understand and test whether the synthesis between the people and the information is important to the point, that the whole is more than the sum of the parts.

The problem definition of this paper is:

What role did knowledge management play in the development of We Love Reading?

When stating ’development’ in the problem statement, it is to be defined as the growth process of WLR, their ability to increase efficiency and expand their social mission. The knowledge management and the development of an organization are closely related. Rowley (1999) states that organizations that can succeed in the global information society are those that can identify, value, create and evolve their knowledge assets (p. 416).

This paper intends to research four main research question to determine, how knowledge is managed in WLR, the knowledge management challenges they have experienced, and how they have been able to overcome them. Furthermore, uncovering which specific role the leader in WLR played in overcoming their knowledge management challenges.
The research questions are introduced as follows:

- How does ‘We Love Reading’ manage knowledge?
- What challenges were ‘We Love Reading’ faced with, in their knowledge management process?
- How did ‘We Love Reading’ overcome the knowledge management challenges?
- What role did leadership play in overcoming the knowledge management challenges?

This paper focuses on Dr. Dajani, the founder of WLR as the leader, and thus, researches the role her leadership style played in overcoming the knowledge management challenges. We want to investigate the link between how knowledge is shared in WLR and the leadership style of Dajani. Namely, the impact the leader has on the knowledge management process. Furthermore, we want to draw a link to how overcoming the knowledge management challenges impacts WLR beyond the improvement of their infrastructure. More specifically, whether the improved knowledge sharing process impacts the span of their social outcomes as a consequence of their increased efficiency. An understanding of how knowledge is shared in WLR is required, which allows for comprehending how knowledge is replicated, and thus, how it affects the expansion of the operational performance and the social value creation.

The structure of this paper is as follows: after the introduction, the second section provides a review of the literature. Section three contains a description of the research model including an introduction to the case, the measures and data collection. Section four follows with an analysis of the results. Section five discusses the results of the paper. Section six presents the discussion with the limitations and future lines of research, and section seven concludes the paper.
1.3 Term Definitions

Social Enterprise

The term ‘social enterprise’ is understood as an organization that aims at creating sustainable, social value and economic wealth (Mair & Martí, 2006; Tan et al., 2005). Being a social enterprise involves finding financing strategies and alternative management models to create social value. The creation of social value is the primary objective of the social enterprise while creating economic value is necessary, but not a sufficient condition in itself (Boschee, 2001).

Social Value

Social enterprises contribute to the creation of social value (Anderson & Dees, 2002). Austin et al. (2006) refer to the creation of social value as “aiming to improve society by removing barriers to social inclusion or assisting those in need in order to mitigate undesirable side effects”. The term refers to goods and services provided by a social enterprise for the purposes of promoting community development or dealing with a variety of other social problems (ibid).

Organizational Performance

The organizational performance can be measured as the outcomes from services received, service quality, and the satisfaction of the beneficiaries (Brown, 2005). The measures of organizational performances can be measured by the satisfaction of the external members of the organization and the quality of its services (Delery, 1998). The organizational performance comprises the actual output or results of an organization as measured against its intended outputs. It can be multidimensional (Renz & Herman, 2008) and involve social and organizational aspects (Short et al., 2009). Organizational performance can be measured in various ways such as via qualitative measurements, but it needs to be addressed that there can be difficulties with obtaining objective data. Some researchers suggest that a strong equivalence between objective and subjective measures exists (Wall et al., 2004).
Followership

The term ‘followers’ in this paper refers to employees or subordinates who willingly follow a leader whom they are neither coerced nor demanded to follow. “Followers discern the genuineness of the leader’s gift, granting him or her authority over them [and] are educated human beings capable of constructive creativity” (Graham, 1991, p. 108-109). The title of a ‘manager’ is someone who is appointed by the top of an organization, however, the title of a leader is someone who is appointed by the bottom. Employees are paid and assigned to a certain manager, but the term ‘follower’ indicates that the employees voluntarily accept the person as a leader. That allows for a greater degree of social influence. Meindl states: “leadership is nothing without followership” (1993, p. 99). Thus, leadership can be said to be bestowed on the leader by the followers through informal relations which can transcend traditional hierarchical levels (ibid).

Knowledge

Knowledge (as a phenomenon), routines, practices, and technologies can be qualified as ‘knowledge’. Knowledge includes the exploitation of existing knowledge and the exploration of new knowledge, and both activities are valuable (March, 1991). Knowledge management as a system helps people in organization access, share, and update organizational information and knowledge (Szulanski, 1997). It is critical for an organization to manage their knowledge effectively in order to increase their efficiency and productivity. Knowledge management is ‘paradoxical thinking’ and it is said to be efficient when having the ability to conceive and balance two or more contradictory ideas, processes, or images simultaneously (Cameron & Quinn, 1988).

1.4 Delimitations

The human relationships within an organization are crucial for knowledge creation, sharing, and utilization, and it is the responsibility of a leader to establish a culture that respects knowledge (Bollinger & Smith, 2001). Although many elements can be understood to impact the knowledge
management of an organization, this study will focus on factors related to the leadership of the social enterprise, WLR. The relation between these two elements is important to study, as the real task of a leader is to connect people to people to enable them to share what expertise and knowledge they have at the moment (Lang, 2001, p. 55).

Regarding the knowledge management process of WLR, it is within the paper’s concern to research how WLR manages knowledge internally in the organization. This paper will have the focus of Szulanski’s work, on how organizations can improve their ability to exploit or replicate what they already know, and what factors make the replication and the transfer of knowledge difficult (Szulanski, 1996; Winter & Szulanski, 2001). The knowledge management is primarily delimited to involve the pieces of information and internal flows that enable the process of knowledge sharing in WLR. Only to a limited extent will knowledge acquisition be addressed, as the main focus of the paper is on the process of managing existing knowledge in WLR. Additionally, how knowledge management affects the social outcomes and the overall efficiency of the organization. Besides, the leader’s influence on this connection.

This paper is limited to WLR as a case and to providing recommendations based on this single case study, rather than a comparison to other cases. The focus of concern is researching the WLR organization and uncovering different aspects involving their knowledge management and leadership style, as part of being a social enterprise. The use of social entrepreneurship theory is limited to focusing in the understanding of WLR as a social enterprise, and in relation to this, how overcoming knowledge management challenges affect the social outcomes. Thus, the emphasis is based on understanding leadership and knowledge management on the basis of the social entrepreneurship theory. This thesis is interested in the relationship and focuses on the utilization of existing theory to explore this field further (Eisenhardt, 1989).

The paper aims at delimiting the leadership element to only concerning Dajani. This decision is made because the CEO of WLR has only recently acquired a formal position in the organization and the collected data points towards the influence of Dajani’s leadership style. The leadership component is delimited to concern the relationship between the leader and the employees and the leader and the partners of WLR, as these aspects are subject to research and recommendations can be based on them.
2. Theoretical Framework

In this section, we touch upon three important theories that serve this paper’s objectives: (1) social entrepreneurship, (2) leadership, and (3) knowledge management theory. This paper is to be positioned within existing research, and this section serves to develop the academic foundation for the subsequent analysis and discussion of the paper. First, the paper will conceptualize social entrepreneurship, leadership and knowledge theory from an academic perspective. Followed by an elaboration on how practitioners view the important elements under each theory, and how this should be applied to organizations. When introducing the theories, explanations will be outlined on how to combine the three theories in order to meet the paper’s objectives.

2.1 Social Entrepreneurship

The term ‘social entrepreneur’ was first coined by Bill Drayton of Ashoka in the early 1980s, although the concept has existed for much longer. When it was introduced, it gathered a lot of attention and recently it has attracted the interest of researchers (Alvord et al., 2004; Thompson, 2002). In the following section, we will briefly discuss the existing conceptualizations of social entrepreneurship, the social entrepreneur, and the social enterprise as identified in the dominant theory domains.

When defining social entrepreneurship as a term, it is seen to take on a variety of meanings, and a substantial controversy remains in the conceptualization of the social entrepreneurship construct (Dees, 1998). In this paper, social ventures are defined as organizations that “create innovative solutions to immediate social problems and mobilizing the ideas, capacities, resources, and social arrangements required for sustainable social transformation” (Alvord et al., 2004). Hence, understanding the term as combining commercial activities with social impact (Emerson & Twerksy, 1996).

When conceptualizing the ‘social enterprise’, it becomes evident that it is an entity that is dedicated to solving social problems, serving the disadvantaged, and providing socially important goods or services that in its own judgement are not adequately provided by private markets and public
agencies. The social enterprise pursues goals that cannot be measured simply by profit generation or market penetration, rather it is measured by social impact and social value added. When it comes to funding, ventures look for innovative ways to assure that their venture has access to resources as long as the social value is created (Dees, 1994).

Researchers and social enterprises have given great attention to the topic of social value creation and the understanding of it (Selsky & Parker, 2005). The social mission of the social enterprise is explicit and central, and the venture recognizes and relentlessly pursues new opportunities to serve that mission (Dees, 1998; Sullivan et al., 2003). These enterprises introduce innovations to solving social problems. Schumpeter (2000) notes that innovation can take on many forms, as it does not require inventing something wholly new. It can simply involve applying an existing idea in a new way, or to a new situation (ibid).

Mair and Martí (2006) consider social entrepreneurship to be a process that creates social value because of its initiative in seeking solutions to societal problems. This is through innovative strategies that involve the combination of resources, the exploitation of opportunities for stimulating social change, and the satisfaction of social needs. Phillips et al. (2008) identify social innovation more closely with social entrepreneurship, where it is a process of development with the implementation of a creative idea, process, product, or service (Miller et al., 2012). The social innovations optimize the operational performance (Dees, 1998), in addition to having an association with a behavioral dimension that helps social enterprises serve their market and grow in the future (Baer & Frese, 2003). Similar to for-profit firms, the purpose of creating superior value for its customer, the primary purpose of the social entrepreneur is to create superior social value for its beneficiaries (Dorado, 2006).

The research on social entrepreneurship has mainly conceptualized the construct in terms of individual qualities of leadership for social entrepreneurs. ‘Social entrepreneurs’ are defined as individuals who are in a process of continuous innovation, adaptation, and learning. Social entrepreneurs are individuals with new ideas to address major problems, and who are relentlessly in pursuit of their visions. They do not take ‘no’ for an answer and will not give up until they have spread their ideas as far as possible (Bornstein, 2004). These social entrepreneurs possess several leadership characteristics. Hence, in the form of significant personal credibility, integrity and the
ability to generate followers’ commitment to the project, by framing it in terms of important social values (Borins, 2000).

### 2.2 Leadership Theory

In the following, the modern leadership styles will be presented with most emphasis on the *transformational* leader (Weber, 1968). We will introduce the different leadership styles in order to create a contrast to the leadership style of Dr. Dajani. The modern leadership styles to be introduced are: transactional leadership, followed by charismatic leadership, servant leadership, and lastly transactional leadership.

The definition of ‘leadership’ traces back to the 1900th century with the theory of ‘The Great Man’, and where the concept of ‘the heroic’ leader was presented. Today, the shift is changed towards the ‘system leaders’ who recognize that “wicked problems” can only be solved through collaboration. The leadership literature has changed with time. It used to focus on the personal traits and behaviors of the individual leader, where it is now increasingly investigating the effects of emotional leadership and how leaders can affect followers (House & Shamir, 1993). The definition of leadership involves both a research area and a practical skill, encompassing the ability of an individual or organization to "lead" or guide other individuals, teams, or entire organizations. Leadership inevitably requires using power to influence the thoughts and actions of followers, and leaders are responsible for providing the long-term direction and trust (Zaleznik, 2004).

Management and leadership are two different concepts, as management is a hierarchical assignment which exists to make sure that things are being done. On the contrary, leadership is about creating excitement and enthusiasm among employees and this is seen as what makes the difference. Therefore, the concept of followership is a central aspect of leadership and what clearly distinguishes it from management. Another distinction is the use and the importance of emotional intelligence in leadership, as for example: self-awareness, self-control, empathy and adaptability (Goleman, 2000).
2.2.1 Transactional, Charismatic, and Servant Leadership

There are alternative ways of approaching and understanding leadership. Central for modern leadership is the aspect surrounding the emotional and inspirational leadership approach, which is seen as moving the field forward (Ørholst, 2011). This new leadership paradigm includes: transformational, charismatic, inspirational and visionary leadership. ‘Inspirational’ and ‘visionary’ leadership are seeing as being embedded within transformational and charismatic leadership. Another dimension is added, namely the servant-leadership where leaders deem followers as their primary concern (Storey, 2004, p. 13). In essence, the modern leadership theory is about aligning the desires of the individual employee with that of the organization. This theory is based on the assumption that leadership can galvanize followers into going beyond their immediate call of duty and improving organizational performance (Avolio & Yammarino, 2002).

Moving on to understanding the different leadership styles, transactional leadership is characterized by “a swapping, trading or bargaining motive in an exchange process and lacks durable engagement between the leader and the led” (Burns et al., 1978). This means that this leadership style is where the leader manages via rules and regulations and motivates followers through performance-reward systems (ibid).

Charismatic leadership is the foundation for both transformational and servant-leadership and they are both to be defined as inspirational and moral. The two branches of leadership have many similarities; however, they also differ in their characteristics. In the following section, these will be outlined and a contrast to the transformational leadership will be established (Graham, 1991).

Servant-leadership takes place when “leaders assume the position of a servant to their fellow workers” (Andersen, 2009, p. 5). The servant-leader has a desire for serving others as well as helping them to strive and flourish, and therefore the primary concern of the servant-leader is the followers and their wellbeing. Meanwhile, organizational concerns are more peripheral to this type of leader (Giampetro-Meyer et al., 1998). This is in strong contrast to the fundamental management view that managers should desire to serve the organization above anything else (Russell, 2001). The servant-leader places herself in a non-focal position, so it is a more romantic phenomenon where emotional attachment to followers is seen as unconditional and genuine (Smith et al., 2004, p. 81).
Weber (1968) has a notion that the key to charismatic leadership is extraordinary personal characteristics alone, however, research rejects this. Other factors play a role such as charismatic leader behavior, the leader-follower relationship, characteristics of the followers and the contextual influences and constraints (Trice & Beyer, 1986). Charismatic leaders act as role models as they are able to sacrifice themselves, show high levels of confidence, and exhibit high ethical standards. It is the followers who define a leader as charismatic, and since followers and leaders hold an equal stake in charismatic leadership, charisma is as much “a relationship as a thing” (Callan, 2003, p. 10).

As previously mentioned, the transformational leadership style will set the fundament for the leadership theory of this paper, in order to serve its objectives. In the following section, transformational leadership will be presented and defined, followed by comparing transformational theory to the ones of servant and charismatic leadership. Thereafter, defining how transformational leadership has been applied in social entrepreneurial research.

2.2.2 Transformational Leaders

Transformational leadership is one of the predominant new theories within the field of leadership (Eden et al., 2002). In this leadership style, the leader motivates the followers by appealing to their ideals and morals (intrinsic motivation), and it involves “...the mutual rising of both sides to higher levels of motivation and morality” (Burns 1978, p. 76). Transformational leadership concerns a process of elevating goals for followers while showing confidence in them and leads to the employees being engaged and flexible (Jamaludin et al., 2011). The transformational leaders seek to achieve high levels of performance by showing inspiration and motivation, and by approaching each follower individually. When the leader has the ability to motivate subordinates and achieve greater results than originally expected, it will lead the organizational members to achieve higher levels of motivation and morality (Eden et al., 2002., p. 736).

According to Howell and Higgins (1990), transformational leaders can be champions of change in terms of identifying, understanding, and supporting people responsible for technological innovation. Transformational leaders can be key organizational decision-makers who advocate enhanced use of technological solutions but often are not as technologically literate as specialists in the organization. The transformational leaders implement rational methods that promote sound decision making based
on organizational rules and procedures, and work outside the formal channels of bureaucratic rules and engage in the renegade process (ibid).

Transformational leadership theory refers to the leader’s ability to increase motivation and organizational performance, through incentives that comprise idealized influence, individualized consideration, inspirational motivation, and intellectual stimulation (Eisenbach et al., 1999). They are said to have a sense of opportunity and know how to seize these opportunities (Augier & Teece, 2009). Moreover, they stimulate innovation, manage the tensions that arise, and discourage experiences that are unproductive. Transformational leaders have an important role in the process of positively affecting the creativity and innovation at the individual and organizational level, which influences performance (Donate & de Pablo., 20015).

Although the concept of charismatic leadership is similar to transformational leadership, the concepts differ in regards to autonomy. Charismatic leaders still seek to stand in the middle and ensure that followers attach to a vision, however, transformational leaders promote high levels of autonomy. Transformational leaders increase the ability for followers to think for themselves, to come up with their own ideas and to question the status quo (Eden et al., 2002, p. 736).

When contrasting transformational leadership to servant-leadership, the similarity between them is that they are both essentially leadership techniques created to empower followers, and the key difference is where the leader places the focus (Stone et al., 2004, p. 354). Transformational leadership exists to create convergence in the values between the leader and the followers while having a hidden agenda to meet the organizational expectations. Therefore, transformational leadership could be seen as having a more cynical outlook compared to servant-leadership, as it uses emotional attachment more as a means to ensure that the overall organizational objectives are met. As a consequence, the transformational leadership may be better in certain situations of dynamic external environments, whereas servant-leadership is more salient in a static world (Smith et al., 2004, p. 89).
2.3 Knowledge Management

In this section, the theory of knowledge is described and divided into knowledge replication and knowledge in the aspect of cooperation and motivation.

Knowledge management is defined as any system that helps people in an organization access, share, and update knowledge and information. Lang (2001) clarifies the importance of the employee (knowledge worker), and states that it is the role of knowledge management to ensure that individual learning becomes organizational learning. The employees may need the tools of production the organization own but they own the means of production (the knowledge) and that makes the workforce an essential part of the knowledge management process. Knowledge is both produced and held collectively rather than individually in tightly knit groups or ‘communities of practice’, and therefore, organizational knowledge is social in character (ibid. p. 46). Knowledge management is jointly a goal and a process, and as an outcome, knowledge management is entirely focused on sharing information for the benefit of the organization. It is critical that an organization manages its knowledge effectively, as knowledge highly affects the efficiency of the organization (Bollinger & Smith, 2001).

Knowledge exists at the group, firm, and system level through the organizational coordination of individuals, and these individuals may enter and exit, but work is still coordinated. In organizations, the treatment of information and common knowledge should be of high concern, as it defines the knowledge breaths and depths within the organization. Common knowledge is of relevance because it is a sophisticated analysis of information held by individuals that may differ, and yet may have to serve as a common understanding. Knowledge is different from information; however, information is integral to understand it and is a component of a theory of knowledge, since changing information changes the knowledge. Hence, knowledge consists of two types, information and know-how and it differs along with the levels of the individual, the group, the organization, and the network level (Kogut, 2010).
2.3.1 The Role of Knowledge in Organizational Replication

In the following section, the theory of knowledge replication is presented alongside an explanation of the different methods for the knowledge replication process.

Replication can be facilitated when organizations intentionally reproduce or diffuse the success it has itself enjoyed in some limited setting or locale (Nelson & Winter, 1982, pp. 119-120). The key competence for organizations is the ability to turn small successes into big ones (March, 1991). It is the process by which an organization expands its productive activity by copying an existing success and attempting to achieve similar success by similar means. This type of effort can be undertaken in an attempt to realize benefits comparable to those that are already achieved (Winter, 2010).

Knowledge transfer in general, and knowledge replication specifically, is a phenomenon that has broad implications for organizational strategy. It is important that an international organization undergo a strategy that allows for a successful replication process. It entails that the organization build a format for replication, adapt it to the changing circumstances, transfer new learning from such adaptation, and manage the process of replication (Watson et al., 1997). In the strategic management literature, some of the weaknesses of the replication-as-strategy literature is that it concentrates mainly on national firms when dealing with replication (Winter & Szulanski, 2001). Replications are valuable as replication processes greatly magnify the effects of some innovations. The transfer of knowledge to the recipient is a fundamental part of the replication process. Moreover, the issues brought to light in the replication context are broadly relevant to understanding the basic phenomenon, of productive knowledge, in organizations (Winter, 2010).

Organizations can scale up by increasing the size of an individual productive unit, and alternatively, they can employ replication to reproducing the practices of an organization in a new location (Levin, 1977). Replication is fundamentally about knowledge transfer, and many empirical studies indicate that effective transfer of organizational knowledge is typically accomplished by either moving people, or by creating networks among people in the relevant organizations. The replication of a fixed format can be associated with benefits for the organization such as economies of scale and brand recognition (Winter & Szulanski, 2001). Situations in which replication is very easy may also be ones in which imitation is also easy (Rivkin, 2001).
Accordingly, replication is about leveraging knowledge and it is to be defined as successful when broadly equivalent outcomes are realized by similar means. The ‘broadly equivalent outcomes’ acquire relatively precise meanings that are dependent on the replication intent and in this case, it is the organizational mission and vision defined by WLR. The words ‘by similar means’ have precise meanings and is depending on the knowledge that is to be replicated (Baden-Fuller & Winter, 2005).

The philosopher Karl Popper states that defining replication requires judgment and not absolutes:

“All the repetitions which we experience are approximate repetitions; and by saying that a repetition is approximate I mean that the repetition B of an event A is not identical with A, or indistinguishable from A, but only more or less similar to A. .... This remark may be added that for any finite group or set of things however variously they may be chosen, we can, with a little ingenuity, find always points of view such that all things belonging to that set are similar (or partially equal) if considered from one of these points of view; which means that anything can be said to be a ‘repetition’ of anything, if only we adopt the approximate point of view. This shows how naïve it is to look upon repetition as something ultimate or given” (Popper, 1959, p. 420-422).

Based on the above, we understand that Popper (1959) directs us to work from a ‘point of view’. Therefore, for this paper, the point of view is the knowledge-leveraging phenomenon, where we are concerned with re-using knowledge as ‘a way of doing things’ and that includes replication of organizational routines. Even when replicated precisely, routines that respond effectively to differences in environmental circumstances will produce different observable manifestations in different environments (Nelson & Winter, 1982).

It is important for an organization to understand which components of knowledge are embedded in its organizational processes. Moreover, the organization has to ask itself how these components are constructed and how they get replicated. The methods involve three key components: templates, principles, and background knowledge. The templates are working examples of the practices to be learned for the recipient organization and the principles involve the higher order causal understandings and rules. The background knowledge is what the recipient organization has to have in order to receive the knowledge. Most organizations adopt some combination of the two strategies; principles and templates (Winter & Baden-Fuller, 2005).
The guidance provided by the principles approach explains why something works and the reasons why an organization do it this way. Then, an organization invite to replication and will comment on any mistakes they see. The templates approach suggests watching very carefully how someone does something and then inviting to copy what they do. They are asked to try to copy it exactly but not asking why it is to be done that way. The word why is what is central to the distinction between the template and the principle approach, and it is the core of one approach while often considered a pitfall in the other. The ‘how’ is different, with the principles approach suggesting that they should be determined (learned or invented) by the recipient, whereas, the view of the template approach is that they are provided by the source. In fact, they may be the main thing that the organization, the source, has to offer (ibid).

Both approaches to replication are supported by codification, which means a “how to” manual recorded in the symbols of some appropriate and technical language related to the replication objectives. The appropriate manual for the principles approach seeks to impart understanding, as it provides a sense of orientation with important sub-goals to be achieved on the way to full replication. The suited manual to the templates approach emphasizes the detailed steps for replication and how to accomplish these. It is seen, in practice, that codification efforts generally lean rather strongly in the direction of the manual to the templates approach, rather than the principles approach (Winter & Fuller, 2005).

The principles approach clarifies the reasoning and the objectives that link achievable sub-goals to the intended outcome, whereas, the templates approach has an attempt to reproduce as accurately as possible the context of the required learning. The principles approach ought to providing detailed teaching and coaching by people from the source site holding the tacit knowledge, and thus, recreating the specific actions underlying previous success. The replication initiative is said to have used a template when the practice being replicated exists at the time of the initiative, is composed of a single or connected set of processes, is observable, and is consciously used in the replication process (Jensen & Szulanski, 2007, p. 1718).

It is seldom the case that replication can be accomplished merely by supplying the manual to the recipient. Even if the tacit knowledge was possible to be transferred, much of it has to be created anew at the recipient site. The challenge in replication is that most successful organizational processes build on tacit knowledge, which in turn is embedded in a specific context at the replication source.
Some tacit knowledge may become articulate with sufficient effort, but a codified account leaves out the most stubbornly tacit parts and fails to capture the full relevance of much of the context. Moreover, ‘the manual’ may fail to address a range of work contingencies of which may be improbable but which, between them, are quite probable. Even if it succeeds in being exhaustive in coverage, it might be incomprehensible on account of its length and complexity (Nelson & Winter, 1982).

In relation to the background knowledge, at the organizational level, it is often labelled as absorptive capacity which entails the organizations ability to recognize the value of new information, assimilate it, and apply it to serve its aims (Cohen & Levinthal, 1990). The success in using principles can reflect the organization’s application of dynamic capabilities, where ‘dynamic capabilities’ are defined as higher-order routines that facilitate change (Zollo & Winter, 2002).

The majority of organizations replicate by using a combination of principles and templates. That is, by copying a set of practices after observing them regularly and repeatedly. At the same time, trying to understand what is happening and practicing on-going adjustment. This ‘make-do’ approach works very well but it is not always very disciplined, and ultimately, it can result in creating imperfections and errors in the knowledge transcription process (Jensen & Szulanski 2007).

The aim of this paper is not to utilize knowledge replication as an exact replication of a fixed format, as recommended by the replication-as-strategy literature. Rather, it seeks to combine the advantages of format standardization with adaptation which will result in explorative learning. It is essential to address that after the knowledge replication process some elements are allowed to be changed in response to market-based learning, and thus, become adapted to the specific setting (Burgelman, 1991). While higher-level features (fundamental values, vision, mission etc.) are replicated in a uniform manner, and changes are very slowly (if at all) in response to organizational learning (Jonsson & Foss, 2011). The leveraging of productive knowledge is often complementary to the leveraging of reputation assets. Serious efforts at the latter may be accompanied by perfunctory efforts at the former (Baden-Fuller & Winter, 2005).
2.3.2 Knowledge, Cooperation & Motivation

Organizational knowledge includes knowledge of facts. However, social knowledge is a key component as it can contribute to making replication easier (Argote & Ingram, 2000). Gaines (1987) states that transferring knowledge is complex and describes how socialization plays an important role at the micro level of knowledge transfer. He also addresses the role of concealed versus unrecognized tacit knowledge, and why socialization cannot be replaced by artificial intelligence or other non-social mechanisms (ibid, 1987).

Organizations can also draw on a rich store of background knowledge from skilled trades and professions. When engaging in such trades and sharing the same training, it will give rise to a commonality of understanding that can extend well beyond the boundaries of the firm. An organization’s ability to access the background knowledge of particular trades and professions depends on the existence of social arrangements that certify the possession of the particular knowledge. Therefore, systems are needed to establish this connection (Nelson and Winter, 1982, p. 85-88).

There is a vast literature spanning several disciplines that explores why motivation matters and how it can be influenced. Motivation is one of the key factors that determine effectiveness in all ‘production situations’ in which human beings are involved. Especially in the replication context, the level of motivation of the workforce is likely to be particularly critical. Replication requires the creation of new routines in and around the organization, and therefore, it demands learning at the individual level even if strong templates are available. A positive level of adaptation is inevitably required, regardless of whether the replication context appears highly similar. That is due to idiosyncrasies in the context of particular inputs or employees assembled for the task (von Hippel & Tyre, 1995). Hence, organizations are required not only to gather knowledge and learn of old problem solutions but also for the creation of marginally new solutions (Baden-Fuller & Winter, 2005).
2.4 Social Entrepreneurship, Transformational Leadership & Knowledge Management

In the following section, we will propose how the theory of social entrepreneurship is combined with the knowledge management and leadership theory, to serve the objectives of this research paper. This paper utilizes on the social entrepreneurship theory as a fundament to understanding the connection between transformational leadership and knowledge management, and in the context of it, the knowledge sharing and replication process. It furthers the understanding of the extent to the relation between transformational leadership and knowledge management. The process is very important for an organization to understand in order to attain their organizational performance objectives. This paper evaluates the relationship between knowledge management the transformational leadership style of Dr. Dajani. When combining the theories, it will be suggested how these are useful when analyzing the case and addressing the research questions.

When looking at how leadership theory in general has been applied in social entrepreneurial research, it becomes apparent that social entrepreneurial ventures are more likely to attain social value and increased performance outcomes if they include individuals with strong entrepreneurial capabilities and leadership skills (Thompson et al., 2000). Bollinger and Smith (2001) state that leaders need to focus on establishing a culture that respects knowledge, reinforces its sharing, retains its people, and builds loyalty to the organization.

Organizational learning should be the key determinant of leadership focus, as the utilization of knowledge is very important for social ventures (Zagoršek, 2009, p. 145). Leadership greatly affects a social venture’s communication and learning. Furthermore, it affects whether knowledge is shared, and thus managed. When knowledge is managed, it creates better opportunities for the social venture to increase its social value creation. Thereby, an organization’s leadership can affect the communication in the organization and how knowledge is shared. Furthermore, leading to the leadership having an effect on the level of trust in the venture (Bass & Riggio, 2006).

When examining the transformational leadership role, it is one of their most important responsibility to develop learning in the organization. Social ventures need in particular transformational leaders as they can implement practices of continuous change, infuse the acceptance of change and learn more easily, making the behavior of the social venture more agile and effective (McShane & Traviglione, 2010). The transformational leader can help build a positive learning culture as well as making a
direct contribution to effectiveness. This is by encouraging openness, honesty, and encouraging group effort and discussion, which positively impact the knowledge management of the social venture. The transformational leader has to establish a knowledge infrastructure and support system that enhances and facilitates the sharing and application of knowledge in the organization. Such actions result in positive social change and heightened operational outcomes (Bass & Riggio, 2006).

Human relationships in an organization are crucial for knowledge creation, sharing, and the utilization of knowledge. The real task of knowledge management is to connect people to people in the organization in order to enable them to share what expertise and knowledge they have at the moment (Lang, 2001, p. 65). The transformational leader needs to support all members of the learning organization by developing a shared vision, providing resources, delegating authority, celebrating success, and most importantly, by being a learning architect (Hitt, 1995). The core dilemma for the transformational leader will be to maintain stability and provide creative adaptation to outside forces, change assumptions, technology, working methods, roles, relationships and the culture of the venture (Jamaludin et al., 2011).

The cooperation within an organization and between the people becomes better with knowledge sharing (Kogut, 2010). Employees can learn that cooperation is better since cumulative learning is knowledge. Weber (2010) finds that employees who have acquired knowledge of the rules of the organization, and of each other, cooperate better. The capacity for effective communication among co-workers is a capacity partly dependent on their language skills in general, and partly on the specialized languages of the work domains (Nelson & Winter, 1982). Communication is also partly dependent on the context of common understanding and mutual trust. Due to turbulent environments, it is important for an organization to constantly evolve its learning. Nevertheless, it is interesting to look at how cooperation can scale with the growth of the organization (ibid).

The knowledge management theory suggests that motivation is a key element in enabling knowledge sharing, and if knowledge is not shared, it cannot be managed. Motivation is also one of the key factors that determine effectiveness. When motivated, the employees are better incentivized to share and manage knowledge, and this enables the process of knowledge replication. Hence, if there is a positive link between the leadership-employee relationship and the way the organization manages knowledge, increases in social value creation are more likely to occur (McShane & Traviglione, 2010).
In the following chapter, the methodology will be presented in order to outline the method, philosophy, and the research approach of this paper.
3. Methodology

The methodology section will reflect on some of the practicalities of the research such as the data collection, processing and analyzing of data, alongside the data limitation. The research onion (figure 2; Saunders et al., 2009) will be used to structure the presentations of the methodology of this paper. Thus, allowing for a wholesome overview of the different aspects that have been considered and processed in this research. It is important to present the philosophy approach and methodology of the paper, in order to create context. The theoretical framework of this paper has helped shaping the structure of the methodology and have been utilized for interpretations of the paper’s findings. The research design of this paper includes the research approach, strategy, choice, time horizon, and data collection and analysis. Prior to presenting these, the overall research paradigm will be introduced.

3.1 Research Philosophy & Methodology

This research paper is based on the philosophical theory of interpretivism. This paradigm emphasizes that humans are different from physical phenomena because they create meanings and the interpretivists study these meanings. The interpretivists emphasize the importance of language, culture, and history in the shaping of our interpretations and experiences of organizational and social worlds. Interpretivism has its focus on complexity, richness, multiple interpretations and meaning-making, and is explicitly subjectivist. It is important that the researcher adopts an empathetic stance, in order to enter the social world of the research participants and understand that world from their point of view (Saunders et al., 2009).

Epistemology deals with assumptions about knowledge in terms of what constitutes acceptable, valid, and legitimate knowledge, and how organizations can communicate this knowledge to others (Burrell & Morgan, 2017). There are different types of knowledge on how to approach a particular objective, however, they are all considered legitimate (Saunders, 2016). The epistemological view of this paper is based on the focus of narratives, stories, perceptions, and interpretations. It aims at creating new understandings and worldviews as a contribution. The ontological assumptions describe how the researcher choose to ‘see the world’, which is socially constructed through culture and language, and it can hold multiple meanings, interpretations, and realities. Thus, including the flux of processes and
practices. This leads to the method of the paper being a qualitative method of analysis, where a range of data is interpreted (Saunders et al., 2009).

The aim of the subsections is to describe how the researcher approaches the data to answer the research questions and explain the reasoning behind the choices. The research onion (figure 1.) provides an overview of the chosen research approach.

![Figure 1. The Research Onion for Research Approach (Saunders, Lewis, & Thornhill, 2009).](image)

This paper is based on mono-method research (Onwuegbuzie & Leech, 2005) as the study is grounded on a single research methodology, which is qualitative research (Coffey & Atkinson, 1996). The qualitative research design of this paper is based on semi-structured interviews (Drever, 1995), observations (Saunders, 2016), and documents (Bowen, 2009).

Rather than theory-building, this paper takes on the use of grounded theory method “to gain a fresh perspective” (Stern, 1994, p. 116). Hence, making this paper a deductive study as it aims to explain and predict. It begins with an expected pattern that is tested against observations to serve the purpose of the study and support the testing of the presented theories in the paper. The arguments are based
on theory and the researcher works with a ‘top-down’ method from theory to data in order to add to or contradict the theory (Fereday & Muir-Cochrane, 2006).

This paper uses a *single case study* as its data and it works well with the deductive coding (Alvord et al., 2004). Robert Yin (2009) defines case studies as “an empirical enquiry that investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident” (p. 14). The case study, as a research method, is involving an in-depth and detailed examination of a certain subject of study, which in this paper is WLR. The case study is an inquiry into a topic or phenomenon within its real-life setting (ibid). The researcher has recorded information about the subjects without manipulating the study environment in short-term research, which makes this paper *cross-sectional* (Lindell & Whitney, 2001).

Reviewing the literature informed the early stages of constructing the data, by delineating areas of interest and relevance that should be covered by the interviews. These areas were subsequently broken down into manageable groupings with notes detailing the purpose of their inclusion prior to the question formation. Semi-structured interviews were selected as the means of data collection, as it is well suited for the exploration of the perceptions and opinions of the respondents. Semi-structured interviews enable probing for more information and clarification of answers, and it gave the researcher choice in the wording to each question (Hutchinson & Wilson 1992).

Probing can be an invaluable tool for ensuring the *reliability* of the data. It maximizes the potential for interactive opportunities between the respondent and the researcher, which helps to establish a sense of rapport and reduce the risk of socially desirable answers. Denzin (1989) has suggested that “because many interviews convey implicit demands to the respondent (i.e. social desirability), there is often an attempt to present a self that meets these demands”. So, the respondents may answer in what they believe is the “preferred social response whether it is true or not” (Brink, 1989). Moreover, probing allows for the researcher the clarification of interesting and relevant issues raised by the respondents, and it enables the researcher to explore and clarify inconsistencies within respondents’ accounts (Hutchinson & Wilson 1992).
The researcher conducted the observations by being present at the events and places of research. In relation to the WLR case, the observations were in the form of one ‘chaos meetings’ held in WLR HQ, two reading sessions over two separate times, and a two-day ambassadors training workshop. The chaos meeting is a monthly team meeting held by the founder of WLR, Dr. Rana Dajani, to bring out ideas, stories, and feedback for improvement. The meeting was held during the researcher’s two-week visit to the field and the focus was to observe the leader-employee relationship, and how knowledge is managed and shared. WLR scheduled visits for the researcher to observe two reading sessions, and interview two reading ambassadors at the event (volunteers). The reading sessions were held at two different days and at separate locations. The first reading session was held in the home of a reading ambassador and the second one was held in a youth center. As for the training session, it was held in a neighborhood community center where 23 volunteer participants were present, in addition to 5 employees and 2 external researchers from Queens University who observed the training (personal communication, January 31, 2019).

Furthermore, the researcher was present in the WLR HQ throughout the two weeks of field research, where she was provided with a temporary office space. It allowed her to observe the mission of the organization being implemented in day-to-day interactions and activities. There was a fair exposure of artefacts at their HQ (Henneberg et al., 2010), and the researcher was introduced to the ‘WLR museum’ displaying all the achievements, awards, and progress made for WLR throughout the years (personal communication, February 2, 2019).

In the following section, WLR will be presented in order to provide the reader with background information and rich description. This is necessary for understanding WLR as a case, and how they started and are currently operating. Thereby, understanding their social mission and the social impact they are making, and through which means these are created.
3.2 Case Presentation – We Love Reading

In this section, the WLR case will be presented, and it is interesting as it has an academical and a practitioner’s approach to its social venture. This means that WLR combines research with operating expertise, which will be further elaborated on (Dajani, personal communication, January 31, 2019).

Dr. Rana Dajani is the founder and director of WLR, and she is a professor at the Hashemite University of Jordan. Several years ago, she moved to the US with her family to study her PhD. When she moved back to Jordan, she faced the challenge of the lack of reading availability for her children and noticed that, in general, children were not reading for pleasure. Following her background in science, she set out to understand the scope of the problem in order to find a fitting solution. After conducting her research, she discovered that very few children in the Arab population read for pleasure and she perceived it as a problem. Dajani made observations and it became apparent that what people said contradicted reality, as some said children do not read because the lack of children’s books. However, Dajani saw it contradicting as even in households with many children’s books, the children were still not reading for pleasure. Based on her market research, Dajani realized that children who have a role model (parent or caregiver) who reads aloud to them, affects the connection between the feeling of happiness and security and being read aloud to. This result in better reading experiences for the child and improved reading levels (WLR Research, 2019). Following this discovery, Dajani found the solution to make children love reading is to read aloud for them (Dajani, personal communication, January 31, 2019).

In 2006, Dajani decided to solve the described social problem by reading aloud to children. Dajani built WLR with the ability of the model to be implemented in public spaces. She realized that in every Islamic neighborhood there is a public space – the mosque. Dajani asked her husband to talk to the Imam in their mosque and announce the first reading aloud session, in which the Imam agreed and announced it on the Friday prayers. 16 children showed up the first time, and in the following reading sessions the number increased because the children brought along their friends. Dajani’s philosophy was not to go through the parent but rather through the child when initiating the ‘love of reading’. After a while, Dajani started noticing that the children started buying books instead of toys and the children wanted to go to school because they could “unlock the magic of knowing how to read“ (ibid).
Dajani continued building the WLR model for three years in a process of trial and error and then reduced it to the simple model it is today. She claims that this is why WLR is so simple, flexible, and efficient and the reason why it has spread. Dajani states: “[the] model is a skeleton of a framework that has been tested”. The WLR program works well because it has a threefold impact that benefits all parties involved, which are: the ambassador, the community, and the child (ibid).

As a part of their program, WLR has a ‘training of trainers’ (TOT) program where they teach how to host a training for reading ambassadors. The reading ambassadors include women, men and youth and is based on providing them with training in how to read-aloud for children, and how to set up reading groups (libraries) for children aged 6-12 in their homes, mosques or public spaces. After the training, the reading ambassadors find a public space in their neighborhood where they can read aloud, find a way to gather the kids, and schedule the sessions in terms of time, space, and frequency. Out of 20 people trained to read aloud, on average 15 people proceed to become reading ambassadors (Abudayyeh, personal communication, February 2, 2019).

WLR has a focus on building capacity and ownership in their ambassadors, so they can independently manage their libraries. The term ‘library’ refers to the process of a reading ambassador reading aloud for a group of children, and therefore, a library can be implemented anywhere. Dajani’s model is simple because she wanted the model to have the potential of spreading and being replicable with time and the vision is to build “one library in every neighborhood” (Dajani, personal communication, January 31, 2019).

WLR has collaborated with writers and illustrators to create their own series of 32 books that live up to the guidelines of children’s books. The books focus on energy, water conservation, and littering in addition to social inclusion, refugees, nonviolence, gender and disabilities (Appendix 1).

In 2009, Dajani received an award from Synergos, which included funding for scaling her activities. It was an important award for Dajani as it provided her with credibility and recognition. In 2013, WLR was registered as an NGO with the Jordanian government, and since, Dajani has registered the WLR program as a patent in EU and the US under her own name where she licenses the WLR program to her own organization (Dajani, personal communication, January 31, 2019). WLR has won several awards, attended numerous conferences, and gained recognition. Some of these will be
presented in order to highlight some of their achievements, following their social impact and the way they operate.

**Figure 2. Timeline of WLR from 2006-2019.**

WLR has achieved several awards and recognition since they started. In 2010, WLR received a complimentary membership to the Clinton Global Initiative (CGI, 2010). They were highlighted as a case study in Charles Leadbeater's WISE sponsored publication ‘Innovation in Education: Lessons from Pioneers Around the World’ (WISE, 2012). In 2013, WLR won one of the Library of Congress literacy awards of best practices and in 2014 they became a CEI profiled program after winning the WISE Award (CEI, 2014). In 2015, they won the Open IDEAO best idea for education for refugees (IDEO, 2015).

WLR was mentioned in the 2016 Arab Reading Index as an example of Arab initiatives to promote reading (Arab Reading Index, 2016). After winning the literacy prize in 2017, WLR was enlisted on UNESCO's Effective Literacy and Numeracy Practices database (UNESCO, 2019). Following that year, they were chosen as a case study for the initiative ‘Promising Practices in Refugee Education’ (Promoting Practices, 2017). Furthermore, featured in the book ‘Integral Innovation: New Worldviews’ as an example of social and cultural innovation (Al-Jayyousi, 2017).
In 2017, Dajani was invited to present at a conference on Early Childhood Development for Social Cohesion at Queen’s University in Belfast. The conference drew together international experts in early childhood development like UNICEF, Harvard, and Yale to discuss theories and practices on how early childhood development can promote social cohesion. Here, WLR was awarded by Harvard University for their great contribution in literacy. Further that year, WLR attended the UNHCR's Urban Refugee Children Innovation Challenge and won the challenge (UNHCR, 2017).

In addition to the above, WLR partners with highly recognized entities to conduct rigorous research on their program, and with the aim of assessing the effects of their social mission. Examples of these institutions and universities are: Yale University, Harvard, University of Chicago, Hashemite University, Brown University, and Save the Children (Appendix 2).

Strategically, WLR is planning to become financially independent as they have formerly been dependent on funders. Therefore, they are licensing their program as a package to other organizations, and by 2020 they plan to sell their children’s books in bookstores. So far, WLR has spread to 46 countries around the world. They have trained more than 7,000 women and men, created more than 4,000 libraries, directly impacted 40,000 children (60% girls) and indirectly impacted 100,000 individuals in Jordan. They have worked across different sectors, like business local and private, government and civil society to forge multi-stakeholder relationships to advance their model (WLR Impact, 2018).

The stated information about WLR is important to address as it will lead to a better evaluation of the causes and effects of their knowledge management. Furthermore, providing a clearer picture of the pathway of the organization and their business model. Not with the aim of the business model to be analyzed, but rather as a mean of showing the leadership rationale and progress behind the development. In the following section, the data selection, data analyses and the limitations of the data collection will be presented followed by a discussion of reliability, validity and generalizability of the paper.
3.3 Data Collection

The data collection is based on WLR, as a case study, and from which data is derived and will be used in a deductive manner (Yin, 1994). The data for this case study was collected by qualitative methods and from three overlapping sources: documents (Bowen, 2009), observation studies, and semi-structured interviews, which will be further presented (Saunders, 2016).

The interviews were conducted mainly in the HQ of WLR in Amman, where the researcher stayed for a length of two weeks. In total, five interviews were carried out with WLR employees in the HQ, one interview with the WLR CEO, two interviews with the founder, two interviews with local reading ambassadors, two interviews with international reading ambassadors, and two interviews with partners/funders. The interviews will be further elaborated on in the following section.

As requested by the researcher, documents for research purpose were provided by WLR to complement the information gained from the interviews. These documents include the training manual, guidelines for children’s’ books, list of awards and recognitions, WLR magazine issues, WLR annual reports, copy of scientific papers written on WLR, the global impact of WLR, and other more general information about the program. The documents were systematically examined, and not only supplied additional information but also allowed to control for memory bias by comparing interview statements with the collected document data (Miller et al., 1997).

3.3.1 The Interviews

The use of interviews for data collection is a very efficient way to gather rich, empirical data, and especially when the phenomenon of interest is highly episodic and infrequent (Eisenhardt & Graebner, 2007). On the researcher’s arrival to the WLR HQ, the researcher was provided with a schedule WLR had prepared which displayed suggestions for data collecting activities (Appendix 3). The researcher reviewed these scheduled meetings and activities and requested further interviews needed for her data collection. These included interviews with the CEO, Awad, and the founder of WLR, Dajani.
The researcher interviewed the founder over two sessions, as she realized more data needed to be retrieved than initially anticipated. Moreover, the researcher requested attending the staff ‘chaos meeting’ and the two-day training of the ambassadors in order to observe these events (Saunders, 2016). The interview guide was changed and adapted to every interviewee as they differed in their roles and responsibilities, although, the interview guide for the two international volunteers was the same. In Appendix 4, an example of an interview guide is presented of the first semi-structured interview with Dajani (Appendix 4).

Since the interviews were initially determined and scheduled by the organization, some of the interviews have limited relevance to the paper’s research objectives. Although, it helped to give a better picture of the organization, in addition to demonstrating the different layers in the organization. The interviews that were scheduled by WLR and of most relevance for the research objectives, are the interviews provided by the quality manager, Shamout. The information and insights from the interviews helped create a nuanced picture of the organization, and furthermore, understand how they operated their knowledge and organization.

The interview with the finance manager of WLR was useful, however, it did not contribute directly to the objectives of the research paper, which focus is the topics of leadership and knowledge management. Furthermore, the financial overview and strategies were outlined in the interview with the CEO. The researcher interviewed the CEO on their international expansion and how this expansion has been supported by knowledge sharing. Further interest from the researcher was on how WLR replicates in order to allow for local adaptation, and how it modifies its format for replication (Baden-Fuller & Winter, 2005).

The information gained from the HR Manager overlapped the information that was already introduced to the researcher by the founder at their initial interview. Dajani was able to supplement the data very well and add a perspective that entailed a larger and more strategic view on the personnel-related issues. Furthermore, the HR manager was very new in his position (two months) in the organization, so he was not able to provide the researcher with insights on the knowledge management challenges WLR had encountered and neither on the ‘historic’ leadership style of Dajani.
The researcher interviewed the founder, Dajani, two times over two separate days and the first interview conducted by the researcher was with the founder. After being on-site for a week, the researcher realized that her interview with Dajani was not fully satisfying in terms of data saturation. The researcher realized that throughout her stay at the data collection site, information from observations and other interviews added to her knowledge about the organization, and its internal processes and challenges which needed to be contrasted to the views of the founder (Denzin 1989).

The interview with the branding and communication manager provided the researcher with rich data on the branding related activities of WLR and their digital communication channels and methods. However, it is assessed that this interview is not within the main focus of the research that entails a broader, more strategic approach to understanding the leadership elements of the social enterprise and its knowledge management components. Apart from the interview with the branding and communication management, HR manager, and finance manager, the other interviews that were scheduled by WLR contributed to a thorough understanding of the organization’s knowledge operations (Watts et al., 1995). Moreover, the interviews with the project manager, Al Barghouti, and the trainer, Abudeyyeh, enabled the researcher to view the observed events differently and have a different approach when proceeding with data collection, as the WLR model was fully comprehended by the researcher.

When completing the scheduled interviews with the WLR workforce, management, and with their two reading ambassadors in Amman, the researcher understood that complementary data was needed in order to reach data saturation (Eisenhardt & Graebner, 2007). The researcher needed to conduct data based on interviews with different stakeholders, in order to get a new perspective on the knowledge management challenges WLR have had and on how its leader Dajani is perceived. The interest was based on interviewing entities who have been involved in a process of knowledge-sharing with WLR and who have been directly engaged with Dajani, as these were important criteria for the research.

The focus of the researcher was mainly reaching a point of data saturation and obtaining quality of data (ibid). Hence, the researcher aimed at exploring which of the WLR stakeholders would contribute to quality data to the research. The choice fell on Rob Gradoville who is the portfolio manager at IDEO that WLR won a price from. Gradoville has been working closely with Dajani from 2015-2017 and has since been in contact with them (Gadoville, personal communication, Marts 26,
2019). This was the motivation behind the researcher’s choice of respondent. Gradoville is located in Nairobi and therefore the researcher interviewed him with the use of internet technologies as a research medium, namely, Skype (Hanna, 2012).

Another funder and partner of WLR which the researcher interviewed, was Fayaud Patrick who is the Ramp project manager and partner in USAID (Patrick, personal communication, February 20, 2019). This respondent was chosen based on the current partnership they and WLR have in Jordan. The researcher asked Patrick about their motivation to working with WLR and their impression on how WLR operate and lead their organization, alongside their social impact. The research allowed for a better understanding of the dynamics of WLR and the way they share knowledge. Patrick was also interviewed via Skype (Hanna, 2012).

Two NGOs that had replicated the model of WLR were chosen for an interview, and one of their volunteers (reading ambassadors) were interviewed over one session. Firstly, it was with Fatima Al Mughrabi, from Egypt, and secondly, it was with Dang Quynh Huong from Vietnam. These interviews were also conducted via Skype. Finally, two interviews with local reading ambassadors were conducted and these were not systematically chosen. They were chosen based on the reading ambassadors that were present during the two reading aloud sessions that the researcher observed. All the interviews were conducted in English with the exception of the interviews with the local ambassadors, as the respondents where not bilingual and could only speak Arabic (Polkinghorne, 2005).

As introduced, interviews were conducted with the top management in WLR and other stakeholders such as the employees, local and international reading ambassadors, and partners. The aim was to discover a broad spectrum of components of enablers for the knowledge sharing process, and from there, derive the outcomes and effects of it. The technique the researcher used to derive the most useful findings was via processing the interviews at the place of data collection. The researcher re-listened to the recorded interviews after conducting them, in order to derive important pieces of information and noting them down. When gathering the contents of most interest, the researcher had a better opportunity for exploring these bits of information by contrasting them to relating questions obtained from international ambassadors and partners (Kvale & Brinkmann, 2009).
3.3.2 Limitations of Data Collection

It is important for the researcher to demonstrate awareness of the strengths and weaknesses of the data collection methods that are used (Choy, 2014). In this section, the limitations of the data collection will be presented, in addition to how the researcher has coped with the challenges and limitations (Christiana et al., 2015).

Some of the challenges faced when conducting the interviews in Amman were in the form of language barriers (Barriball & While, 1994). The researcher has an Arabic cultural background and speaks the language of Arabic, however, not fluently. The local ambassadors that the researcher interviewed had a limited understanding of English and spoke Arabic. These respondents were willing to participate in the study and it was necessary to include them to secure the validity of the final results (Creswell & Miller, 2000). The researcher decided to have an English and Arabic speaking employee from WLR to accompany her to the observation site and when interviewing the ambassadors. In that way, the employee could assist the researcher whenever needed and translate words or sentences from English to Arabic and vice versa.

Another language barrier was encountered when interviewing Huong through Skype. The researcher's understanding was that there were some language barriers between her and the respondent, as she repeatedly experienced the answers received were not directly related to the questions asked. After this realization, the researcher decided to repeat some of the questions. It was decided not to abandon the interview as the researcher eventually had her questions answered (McLafferty, 2004).

Another barrier to the qualitative data collection appeared on site WLR, in the form of limited office space. This resulted in the necessity of conducting some of the interviews at the desk offices of some of the employees. This was a challenge as most of the office spaces were in shared rooms with co-workers. The researcher was aware that bias in answers could occur when asking personal or critique-based questions in front of co-workers (Clark & Desharnais, 1998). Therefore, the strategy of the researcher was to ‘isolate’ the respondents from their co-workers at the time of the interview. However, some of the interviews, such as the interview with the branding and communication manager, were conducted while being seated at the respondent’s office space when all meeting rooms where occupied, so relocation was not possible. The researcher was aware of this bias and estimated the setting as acceptable for the interview, as the main objectives of the interview were to discuss the
branding and communication activities. These were informative and objective, and the researcher did not feel that the respondent was holding anything back (Kountur, 2011).

The limited space at the WLR HQ also resulted in an incident the researcher had to handle, when being interrupted during an interview. When the researcher interviewed an employee in a meeting room, two other employees entered and asked for permission to eat their lunch in the room. They were given the permission and the researcher noticed that interruptions started to occur, resulting in the respondent losing focus and being reluctant to share information. One of the employees who had entered the room was joking with the respondent while being interviewed. The researcher dealt with this bias by pausing the interview for a short while and returning to the interview when the employees had left the room. In this way, the researcher regained the focus of the respondent and avoided that the respondent would want to hold any information back (Clark & Desharnais, 1998).

There were advantages for the use of personal interviews as a method for data collection. It has the potential to overcome the poor response rates of a questionnaire survey (Austin et al., 2006) and it is well suited for the exploration of attitudes, values, beliefs, and motives of the respondents (Smith et al., 2004). Furthermore, personal interviews provided the opportunity to evaluate the validity of the respondent’s answers by observing non-verbal indicators, which is particularly useful when discussing sensitive issues. Finally, it can facilitate comparability by ensuring that all questions are answered by each respondent and that the respondent is unable to receive assistance from others while formulating a response (Barriball & While, 1994).

3.4 Data Analysis Process

In the process of data analyzing, some techniques were adopted to remain focused on the research problem (Yin, 1994). We began with Yin’s (2003) “pattern-matching” method of data analysis. With this approach, the empirical patterns of the case are compared with those of the presented theories, and to emerge at patterns, interviews were transcribed. A basic coding method took place by means of a color system that focused on keywords and phrases from respondents. Following the procedure
of triangulation with company documents and to a lesser extend field observations, it allowed for the derivation across the interviews of patterns relating to:

1. Knowledge sharing behaviors within WLR and the leadership effect on it;
2. The development of WLR’s knowledge sharing practices over time; and
3. The current practice of knowledge replication in WLR.

The patterns will be used for the analysis of this paper to present an account of the knowledge replication process of WLR, and the role of leadership in that process. In large-scale deductive studies, there is a norm of presenting empirical evidence in numerical tables that summarize statistical analyses of data. Although, the case data cannot be so tightly summarized as much of it consists of rich qualitative detail (Eisenhard, & Graebner, 2007). However, the findings will lead to the construct of a figure that explains the connections.

3.5 Reliability, Validity & Generalizability

Each step within the research process has the potential to influence the research output. Therefore, it is important for the researcher to attempt avoiding as much error as possible during all phases of the research in order to increase the credibility of the results. Several attempts were made by the researcher to address the issues and strengthen the validity and reliability of the research (Brink 1989).

It is to be taken into consideration that all the data collected for the research is based on a single case study. The theoretical sampling of a single case was chosen because WLR was a revelatory and a good exemplar for research. The case was selected because it is particularly suitable for illuminating and extending relationships and logic among the constructs of focus (Yin, 1994). As the research paper followed a deductive approach, it is not subject to the most common criticisms of single case studies. These relate to the inter-related issues of methodological rigor and external validity. The criticism of ‘researcher subjectivity’ can still be applied to this study, although the paper’s use of the constructivist paradigm makes the use of qualitative data more valid (Maoz, 2002, p. 164-165).
Another concern incorporating issues of construct validity involves the reliability and replicability of single case study analysis, which usually is tied to a broader critique of qualitative research methods as a whole. However, Berg and Lune (2012) state that “quantitative measures appear objective, but only so long as we don’t ask questions about where and how the data were produced… pure objectivity is not a meaningful concept if the goal is to measure intangibles [as] these concepts only exist because we can interpret them” (p. 340). Moreover, there are researchers such as Flyvbjerg (2006) who suggest that the case study contains no greater bias toward verification than other methods of inquiry. This also indicates that the case study contains a greater bias toward falsification of preconceived notions than toward verification (ibid).

Another qualifier relates to the difference between statistical and analytical generalization, as single case studies are clearly less appropriate for the statistical but arguably retain significant utility for the latter. Furthermore, as stated, there is also a difference between the research being explanatory or exploratory, and that the WLR case is based on theory-testing. The qualification also relates to the issue of case selection, as the generalizability of case studies can be increased by the strategic selection of cases. The atypical cases often reveal more information because “they activate more actors… and more basic mechanisms in the situation studied” as the WLR case might indicate (Seawright & Gerring, 2008).

There are advantages when using the semi-structured interview technique for surveying a heterogeneous group, and this is acutely highlighted in this study by a small number of respondents. In the context of this research paper, it is important to note that the flexibility of the semi-structured interview method was ensured through the careful use of words. Therefore, valid and reliable data could be obtained from the respondents, and a strategy for addressing soundness and validity was implemented in this study (Creswell & Miller, 2000). Relevant documents and archival data about the organization were collected and analyzed to provide triangulation of thematic analysis. The researcher attempted to provide a confluence of evidence that breeds credibility by triangulating the data (Eisner, 1991, p. 110).

While it is very difficult for researchers to always control and plan the circumstances under which a research project takes place, interviewer friendliness, approach, and manner towards the respondents can help enormously with securing validity and reliability of the data. Patton (1990) has stated that
“the quality of the information obtained during an interview is largely dependent on the interviewer”. Apart from the individual respondents, the circumstances surrounding the research also have an impact on validity and reliability. Dobbert (1982) describes the significance of the ‘good informants’ to the research process. He describes them as appearing comfortable and unstrained in interactions with the researcher. Furthermore, they generally are open and truthful, they provide solid answers with good detail, and are thoughtful and willing to reflect on what they say.

The researcher aimed at engaging the respondents and presenting the topic of the research project as appealing as possible, in order to motivate them to give accurate and full answers to the questions (Moser & Kalton 1986). It was a point of focus for the researcher, as the most important determinant for response rate and quality of the responses is the subject’s motivation. In order to strengthen the validity of the research respondent, validation of the respondent also known as ‘member check’, was applied (Walter et al., 2016).

In the next chapter, the analysis chapter will be presented in order to process the data and analyze the knowledge management of WLR.
4. The Analysis

The analysis of the paper will be presented in order to reveal the findings relevant to the research objectives of this paper. The main focus of this section is to analyze the data based on the theory of social entrepreneurship, knowledge management, and leadership theory. Firstly, we will introduce the social venture and justify the implication of the theory, and in that relation, address the social entrepreneur Dajani. Secondly, we will address the leadership in WLR and Dajani’s transformational leadership style. Thirdly, we will present how WLR manages knowledge, their knowledge management challenges and how they overcame these challenges. Lastly, we will address the role of the transformational leader in overcoming knowledge management challenges.

4.1 The Social Venture – We Love Reading

In this section, we will describe WLR in terms of social entrepreneurship theory and address their income-model (Dees, 1994). Thereafter, we will address their social value creation and social mission, followed by an introduction to their social entrepreneur, Dajani. We will explain why she is a social entrepreneur and address her influence on the organization and its development. The social value creation will be further elaborated by addressing the social mission aspect of the venture (Dees, 1998). This will prepare for analyzing the remaining data, in accordance with the research objectives.

Al-Jayyousi (2017) addresses WLR in his book ‘Integral Innovation: New Worldviews’. He discusses Integral Innovation in terms of the evolution of technology and innovation from a cultural and historical perspective. He analyses the role of innovation and technology in sustainable development and presents a number of case studies from around the world including WLR, that exemplify the social learning processes for knowledge, co-creation, and innovation culture. Hence, in accordance to Al-Jayyousi (2017) WLR is an example of social and cultural innovation, as they use their innovative model to create social value for their beneficiaries and reading ambassadors (Anderson & Dees, 2002).
When evaluating WLR, it becomes evident that they are established and based on having a social mission and creating social value (Sullivan Mort et al., 2003). WLR ignite social and cultural change by having a social mission that appeals to making children ‘lifelong readers’. Their mission statement is to “foster the love of reading for pleasure among children in the MENA region and globally” (WLR, 2019). This is by giving ownership to local communities through training local volunteers as WLR ambassadors. They state that they: “believe in empowering and engaging [their] workforce, creating partnerships with key stakeholders, adopting excellence in [their] processes, utilizing technology, and ensuring continuous development based on scientific research” (ibid). The values of WLR consist of:

1. Children's rights.
2. Quality.
3. Inclusiveness despite gender, religion, social status, and ethnicity.
4. Integrity.
5. Impact on respect, ownership and future generations.
6. Human-centered approach (ibid).

WLR’s purpose goes far beyond making money. However, WLR combines its social mission with an earned-income model, in order to sustain their activities (Anderson & Dees, 2002). They sell licensing packages mainly to international NGOs, which enables their social impact and sustainability. These packages include ‘training of trainers’ program and/or training of ambassadors, alongside a one-year licensing agreement. WLR operate in a way where the price of the license depends on the purchasing power of the NGO. Sometimes WLR gives the training and licensing agreements free of charge to small, local NGOs that cannot afford it (Dees, 1994).

Another source of income is the sale of books that currently takes place in relation to the B-2-C market, where people can order children’s books online or via personally contacting WLR. According to the CEO, this income strategy will expand to the sales of books via bookstores by 2020. The CEO states the following: “a part of our strategic program is to be 60% sustainable by 2020” (Awad, personal communication, February 6, 2019). WLR is planning to become more financially independent and move from being partially self-sufficient to fully self-sufficient (ibid). This shows the increased transformation towards being a fully independent social enterprise that WLR is aiming
at, resulting in their income-model being less dependent on donors and more sustainable (Nicholls, 2008).

Although WLR generates revenues and plans to operate self-sufficiently, they still have the value to “impact first” at its core. They have organized their income-model to become more self-sufficient in order to make social impact financially viable. They will still focus on creating social capital without measuring their performance based on profit or return in monetary terms, so revenue generation is a means to an end and not the end itself (Selsky & Parker, 2005).

The WLR organization is defined as a social enterprise in this paper. As analyzed, WLR creates innovative solutions to immediate social problems and mobilize their capacities, resources, and social arrangements required for sustainable and social transformation (Alvord et al., 2004). Furthermore, they combine commercial activities with social impact (Emerson & Twerksy, 1996). The driving force behind the change can be said to be their leader, Dajani. She will be addressed and described as a social entrepreneur in the following section.

### 4.1.2 The Social Entrepreneur Dajani

The social entrepreneur of WLR, Dajani, founded the social enterprise and is currently directing and leading it. Her background, social mission, and social entrepreneurial characteristics will be outlined in order to build the fundamentals in understanding her role as a transformational leader in the social enterprise.

Since the beginning, Dajani’s social mission for the social enterprise has been explicit and central, and she has recognized and relentlessly pursued new opportunities to serve her mission. She has a philosophy that she explained to the researcher which shows the way she has (organically) operated her venture, and somehow, it reflects her vision for the venture and its future (Dees, 1998). Dajani bases her philosophy on an effect she calls ‘the butterfly effect’, which is the concept where small actions can have far-reaching effects. Dajani believes that every person can make a difference and the contribution of each individual matters. Moreover, she recognizes change as a collective effort and believes when each person participates, transformation can unfold. She reckons that lasting
change takes time and views change as cumulative, as what matters now is the effort despite the results not being immediately visible (Dajani, personal communication, January 31, 2019).

Dajani can be defined as a social entrepreneur with qualities of leadership and who is in a process of continuous innovation, adaptation, and learning, which will be further elaborated on. The CEO of WLR explains that the organization “would not exist or be sustained if it were not for Dr. [Dajani]”. He states that Dajani will always have a role in the organization and that “she always has new ideas, and new additions all the time”. He describes her as a person with great passion and who is very hardworking. Lastly, he states “I think she is a key person to this program” (Awad, personal communication, February 6, 2019).

Furthermore, Dajani is described as a person who is inspiring towards whomever she meets, and that is one of her strategies to expand the name of WLR. As a scientist, she has a broad network of scientists she meets for conferences which she sees as an opportunity to spread her vision. When the researcher asked her what her drive is, when wanting to know her personal motivation as a social entrepreneur, Dajani answers: “I think what drives me is this responsibility, that I cannot leave any stone unturned” (Dajani, personal communication, February 7, 2019). This describes her as a social entrepreneur as she “recognizes and is in relentless pursuit of new opportunities to serve [her] mission” (Dees, 1998). Following her passion for her social mission, she might come across to others as a very inspiring person, both to people outside and inside her organization (Alvord et al., 2004).

Bornstein (2004) addresses social entrepreneurs as individuals who do not take ‘no’ for an answer and will not give up until they have spread their ideas as far as possible. The notion of Bornstein (2004) when describing a social entrepreneur is very interesting, as with certainty, it can be applied to Dajani. She describes herself as being very “thick skinned”, and she says: “I do not take a no for an answer and I do not have an ego. So fine, you can rebuff me, but I do not get discouraged. I am very persistent” (Dajani, personal communication, February 7, 2019).
4.2 Leadership

As a social entrepreneur, Dajani has made a great impact on people inside and outside her organization, as she has left many fascinated with what she does and why she does it. She has been relentlessly focused on serving others, mainly her beneficiaries. It will be addressed how Dajani makes people believe in her social mission, and this includes employees, partners, and volunteers. We will also address the way she influences them as a transformational leader with the help of the data collected and the observations made. In the following section, we will address why Dajani is deemed a transformational leader, and not a charismatic or servant leader.

The similarities between the charismatic leader and the transformational leader are that they both aim at their followers having a shared vision like their own. However, transformational leaders promote high levels of autonomy and they increase the ability for followers to think for themselves, to come up with their own ideas, and to set up processes and procedures (Eden et al., 2002, p. 736). Dajani is not a charismatic leader, as she continuously encourages her employees to come up with new solutions and ideas as well as criticisms, which will further be elaborated on.

The WLR HQ contains several artefacts that encourage the people in the organization to take initiative to act or to change something for the better. Some artefacts work as a reminder for the opportunity of an idea to be implemented (Henneberg et al., 2010). The two most noteworthy observations the researcher made in this regard was the ‘feedback box’ located in the office. This box allows employees to share thoughts and feedback with the organization and even anonymously. When observing the monthly chaos meeting for the staff, Dajani encouraged her employees to share their thoughts and opinions as these are important and will be taken into consideration (personal communication, January 31, 2019). In relation to this appeal, she mentioned the ‘reading corner’ in WLR that was made following a suggestion for improvement from an employee (Appendix 5).

When it comes to the reading ambassadors, WLR has set up their program in a way where they consistently are in contact with their ambassadors the first year, for around 4-5 times. Afterwards, they reach out and follow up with them once or twice a year. WLR encourages its ambassadors to share social media posts with the organization regarding stories and positive events they have had
while reading-aloud for children. This was observed by the researcher at the ambassadors training sessions (personal communication, January 28, 2019).

The stated examples intend to clarify that Dajani is not a charismatic leader but rather fit as a transformational leader. Shortly addressing the servant leader, she does not fit into this definition of a leader as Dajani “uses emotional attachment more as a means to ensure that the overall organizational objectives are met” (Stone et al., 2004, p. 354). Whereas, servant-leaders “assume the position of a servant to their fellow workers” (Andersen, 2009, p. 5).

4.2.1 The Transformational Leader

Mahoney (2000) states that leadership must exist at all levels in an organization regardless of its size, in order to consider itself as a learning organization (p. 241). In this section, Dajani will be addressed as a transformational leader, and her leadership position towards the workforce in WLR will be examined. In order to strengthen the connection, the paper draws in the opinions of some of WLR’s partners about Dajani as a social entrepreneur and leader. This comparison aims at strengthening the validity of the arguments that are to be presented (John & Reve, 1982). In the following section, the researcher will explain the process in which Dajani appeals to her employees’ ideals and morals and how it links to affecting their motivation.

As previously stated, Dajani is very passionate about her social mission and she believes in the social impact they, as a social enterprise, are creating. As a scientist, she is very data-driven and aims at experimenting and testing. As previously mentioned, when describing the WLR case, Dajani had a scientific approach when initially testing the WLR model. Being data-driven also means that there is evidence something works and that brings about more belief. It is to be argued that Dajani is driven by results that can be proven to work and that is why she collaborates with universities to do research on their social impact (APA, 2006). Evidence in the form of research also contribute confidence to the leader, and she can communicate and enact with her employees based on it as social outcomes can be proven (Austin et al., 2006).
The reason why the above mentioned is interesting is due to the social mission of the social venture. The studies made on WLR measure their social impact (Emerson & Twerksy, 1996) and that creates a source of belief in Dajani as social value creation can be proven. This might even strengthen her motivation and sense of contributing to a greater cause and be the source of her willingness to keep trying, even after being rejected. The reason stems from her conviction as she is a social entrepreneur who strives to create social impact (Sullivan et al., 2003).

Dajani’s initiative for starting WLR and the continuous process of testing and implementing changes to the venture has not been easy for her from a cultural perspective. Some people in her community doubted that the model was relevant and suggested her to shift her focus on something else. Today, Dajani travels regularly in relation to the activities linked to her social venture (participating in conferences, receiving awards, meeting partners etc.) and some people are not supportive of it, as they believe that it is inappropriate for an Arabic woman to lead such a life. When confronted with this, Dajani still stands up and continues to inspire and be inspired despite the criticism and doubt as she believes in the cause. Dajani said “I knew I had the answer to the problem of children not reading, and my religion incites me to do something about it because I have the answer. I feel it is my responsibility” (Dajani, personal communication, February 7, 2019). We believe this is the story that incites Dajani to act upon her social mission and be a transformational leader, to reach her social impact objectives (Sullivan et al., 2003).

The statement of ‘feeling of responsibility to act’ is a narration that the researcher came across multiple times while conducting the research. Patrick from the RAMP Project addressed that Dajani “is a very charismatic person” and “a good advocate”. In relation to this, he mentioned that her passion comes from her religion that urges her to act on the solutions she has (Patrick, personal communication, February 20, 2019). This strongly indicates that the narration is a big part of her social mission.

Furthermore, the researcher observed that the training of the ambassadors was structured in such a way to allow for a certain flow. This links to why Dajani started the social enterprise, what she personally got out of reading aloud for children, the research that is made on reading aloud for children, how Dajani overcame challenges, and the effects reading aloud had on the children (personal communication, February 10, 2019). Gradoville from IDEO states that “the training is built on
storytelling based on [Dajani’s] thought process and her journey to reading aloud”. He explains the effects of this training structure by saying “just that, without reaching out again, [the ambassadors] would keep reading aloud from 6 months to a year, just like ‘man I want to be like that woman’” (Gadoville, personal communication, March 26, 2019). This indicates the effectiveness and the feeling of empowerment coming from the narration and the leadership role Dajani has (Anderson & Dees, 2002).

What we can conduct is working from a place of belief makes Dajani seek to achieve high levels of performance, and this makes her show inspiration and motivation in addition to approaching each employee individually (Eden et al., 2002). When the leader has the ability to motivate subordinates and achieve greater results than originally expected, it will lead organizational members to achieve higher levels of motivation and morality (ibid, p. 736). Gradoville and his team chose WLR to win their competition because “they seemed like an experimental innovative solution, but also a partner [they] could work with”. Furthermore, he noticed that “[Dajani] always said ‘we’, and always talked about her staff and their role”, which inspired them to work with WLR (Gadoville, personal communication, March 26, 2019). This indicates that Dajani is authentically motivational, which inspires others to work with her (Jamaludin, 2010).

Dajani has been able to increase motivation and organizational performance through incentives that comprise idealized influence, individualized consideration, inspirational motivation, and intellectual stimulation (Eisenbach et al., 1999; Shao & Webber, 2006). This will further be elaborated on. Dajani has an ‘open-door-policy’ and she says “everyone can come and knock on my door and I have that policy. It is horizontal but at the same time, we need to have job responsibilities and assessment” (Dajani, personal communication, February 7, 2019). The ‘assessments’ relate to the quality management system that WLR has set up, the ISO 9000, which will be elaborated on later.

When it comes to the culture of the organization, Dajani’s priority is that her employees do “not just view it as a job, but that they are making a difference in the whole world. That they are part of making that difference”. She further elaborates:

“We would not be able to do what we are doing without them, so everybody counts. So even the guy who makes the coffee, he has an impact on the children in Uganda, it counts to his accomplishments.
So that to me, is the most important value in the culture of the organization – to feel that your work makes a difference… How can we work together as a team to achieve that goal? And I tell everybody, it is not about our differences, or we agree and disagree, it is about how can we work together for that purpose, even if we disagree, the purpose is clear” (Dajani, personal communication, February 7, 2019).

Additionally, it indicates that Dajani prioritizes individualized consideration and inspirational motivation for her employees at the same time as focusing on the social mission (Eisenbach et al., 1999). For instance, her employee Musbah states:

“When [Dajani] talks, I feel like I learn a lot from her. She always creates ideas and thinks of issues in a different way. She’s the reason why I am here, she motivates me, otherwise, this place would be like any other (...) Dr. [Dajani] is always close to the employees. She insists on making us believe in what we are doing, and that we are change makers. That we will create a good generation” (Musbah, personal communication, February 4, 2019).

Jamaludin (2010) states that transformational leadership concerns a process of elevating goals for followers while showing confidence in them. The data indicates this is the case with Dajani’s leadership style, which results in employees being engaged and flexible. As a transformational leader, Dajani motivates her employees by appealing to their ideals, morals, and the high contribution to the creation of social value (ibid).

At the observations for the ‘chaos meeting’, the researcher noticed how Dajani appealed to her employees and motivated them. Dajani spoke about the importance of listening and then she relayed to the children, the ability to read via the WLR program in order for them to succeed in education. It is interesting how Dajani included the social mission of the venture to emphasize the values and urgency surrounding it (Dees, 1994). Another observation at the meeting relates to the leadership style of Dajani. She encouraged her employees to share criticism and said: “it is important that people feel the freedom to tell their mind and criticize, as that is how we learn and grow together”. Dajani finished off the meeting thanking everyone and saying, “everyone is important and contribute to the growth” (personal communication, January 31, 2019).
While interviewing Gradoville, the researcher asked the following question: “can you tell me about how WLR is different from the other organizations you are working with?” The researcher did not expect the answer of Gradoville, as he replied: “the thing that comes to my mind is just that [Dajani] is a powerhouse”. He further explained that he thinks that “she is one of these incredibly inspiring women leader figures that the world needs right now” (Gadoville, personal communication, Marts 26, 2019). These observations are important to notice, as they show that Dajani is a remarkable leader for her social venture. Additionally, she is motivated by her social mission. On her journey to overcoming the challenges, she created a narration, a personal story that she feels empowered by and from which she aims to empower others.

The conclusion of this section, and the argument that has been build up, is that Dajani aims at the mutual rising of ‘both sides’ to higher levels of motivation and morality. Both for herself and her employees, as they are working towards the same social mission (Burns, 1978). Tichy and Devanna (1986) contended that employees, as ‘followers’, are driven by a moral need, which is the need to champion a cause. Moreover, the need to take a higher moral stance on an issue as they like to feel that a higher organizational spiritual mission guides their motives. This has been the aim of Dajani, and through her transformational leadership style she has been able to achieve it.

When combining the data findings of how Dajani portrays her relationship of her employees, the observations made by the researcher, and the data from employees and partners, it becomes apparent that Dajani is an inspirational and motivational transformational leader (Burns, 1978). In the following section, we will evaluate and analyze how knowledge is managed in WLR, and how they have been able to overcome their knowledge management challenges. Hence, clarifying the role the transformational leadership style of Dajani had in overcoming the challenges.

### 4.3 How WLR Manages Knowledge

In this section, we will address how knowledge is managed in WLR. This will prepare for outlining the knowledge management challenges WLR have had and presenting how they have been able to overcome them. It is important for WLR to understand which components of knowledge are embedded in its organizational processes, how these components are constructed, and how they get
replicated. Therefore, an analysis will be constructed based on three key components: templates, principles, and background knowledge.

When asked about the knowledge management of WLR, Dajani replies: “as the quality of our program is excellent, now our infrastructure is also excellent so they both measure up to the expectations around the world” (Dajani, personal communication, February 7, 2019). When Dajani says ‘infrastructure’, she points towards WLR’s quality management system. The quality management system they operate is called ISO 9000 and it is for the purpose of monitoring and evaluating knowledge management processes. The quality manager at WLR, Shamout, states that “the monitoring and evaluation are related to the project, to create a framework for the organization. This framework includes the KPI’s during the project [as] you measure your objectives based on what you implement or what you achieve”. The management of quality also entails making ‘gap assessments’ (Shamout, personal communication, February 6, 2019), which will be further elaborated on.

Kogut (2010) states that the quality management system is important, as it improves efficiency and speed. The quality management system of WLR serves the objectives of setting policies and procedures for the different departments, which accounts for 18 different procedures. There are ten departments in WLR, which are: HR, Procurement, Warehouse, Finance, Project Management, Data Entry, Quality, Graphic Designer, Research & Development, and Branding and Marketing department. Each department has its own processes of policies and procedures, and sometimes these can be crosscutting with other departments. E.g. the HR department’s procedures and policies could be crosscutting with the finance department in terms of the salary and payroll system. It is a matter of efficiently controlling the organization, as the workforce in the departments know the policies and procedures (ibid).

4.3.1 Principles, Templates & Background Knowledge

In this section, WLR’s use of principles, templates, and background knowledge to manage and replicate knowledge will be addressed.
When new employees are hired in WLR, they need to go through the manuals related to their department in addition to the employee handbook. If the employee finds some information or instructions to be unclear, or if (s)he finds some parts difficult to implement, it will be discussed with the quality management team. They will discuss the challenges for the implication that the employee has, in addition to solving any gaps experienced by the employee (Shamout, personal communication, February 6, 2019). This is a process that secure knowledge is correctly transferred to the employee in order to aim at a high level of accurate knowledge replication (Jensen & Szulanski 2007). Shamout states “after [the employees] clear everything, they start to implement it. So, we want to make sure that the employees understand it all fully” (Shamout, personal communication, February 6, 2019).

The statement above links to the theory of *templates* and *principles* and how it is used in the process of knowledge replication. The process of knowledge replication, when hiring staff, indicates that WLR makes use of the principles approach for knowledge replication. Hence, when it comes to replicating department-specific knowledge, WLR takes on the use of the principles approach. WLR clarifies the reasoning and the objectives that link achievable sub-goals to the intended outcome, in order to ensure that the knowledge of the policies and procedures is correctly transferred (Winter & Fuller, 2005). Furthermore, they explain why it works this way at the follow-up meetings. They address the reason why WLR operate this way in order to make sure knowledge is shared correctly with the new employee. Then they invite to the replication of the processes and procedures and will comment on any behaviors that contradict what is agreed on (Zollo & Winter, 2002).

Regarding on-going projects, WLR has a lessons-learned register where employees can contribute to the improvement of the future projects by sharing knowledge via the register. Furthermore, WLR arranges for the new managers of their projects to communicate with former project managers, in order to transfer knowledge (Shamout, personal communication, February 6, 2019). This is another method of using the *principles* approach. The use of the principles approach provides detailed teaching and coaching by the former project managers with the tacit knowledge, and thus, increases the chances of re-creating the specific actions underlying previous success. In this way, some work contingencies may also be addressed. The sharing of tacit knowledge can better be accessed as it is embedded in a specific context at the replication source. However, the most stubbornly tacit parts and the full relevance of much of the context can still fail to be captured (Nelson & Winter, 1982).
WLR takes on the use of the *templates* approach when it comes to particular decisions made by the executives, in regard to organizational practicalities. For example, WLR used to have flexible attending time, but it has been changed and the instructions can be fined in the employee handbook. Shamout experienced that this instruction was to be followed without the possibility to ask *why* (Shamout, personal communication, February 6, 2019). Thus, the employees are asked to try to copy it exactly but not asking why it is done that way. Hence, the purpose is using the templates approach as an attempt to reproduce the instruction as accurately as possible (Jensen & Szulanski, 2007).

The *background knowledge* of WLR, also labelled as its absorptive capacity, entails its ability to recognize the value of new information, assimilate it, and apply it to serve its aims. Absorptive capacity depends significantly on prior related knowledge and diversity of the background of the employees (Cohen & Levinthal, 1990). In the interview with Dajani, the researcher asked about her view on the qualifications of her employees. Dajani stated that new employees usually do not have sufficient background experience to contribute to the organization on the level that Dajani desires. It is within her understanding that many in Jordan do not have the culture of working from a young age, in order to acquire experience and work ethics. Moreover, she experiences her employees lack initiative to work on unknown tasks or work fields. Dajani claims that the connection links to the limited financial funds WLR has, to contribute with a good salary to the skilled and qualified professionals (Dajani, personal communication, February 7, 2019).

The above statement demonstrates that the success in using the principles approach might be linked to challenges for WLR, since it reflects the organization’s application of dynamic capabilities. One of the potential ways Dajani has coped with the stated challenge might have been through the use of *research and development*, as it can heighten the overall level of absorptive capacity for WLR. Investments made into R&D efforts are central to the model of development of absorptive capacity, as it increases it. When developing on their absorptive capacity, WLR will be able to be more innovative in addition to supporting its social mission (Winter, 2003; Zollo & Winter, 2002).

WLR as the majority of organizations, replicate by using a combination of principles and templates. As previously stated, it is by copying a set of practices after observing them regularly, and repeatedly. At the same time, they try to understand what is happening and practicing on-going adjustment, and this ‘make-do’ approach works very well. However, it is not always very disciplined, and ultimately,
it can result in creating imperfections and errors in the knowledge transcription process which has to be taken into consideration (Jensen & Szulanski 2007).

4.3.2 Knowledge sharing

WLR make use of the principles approach when engaging in a process of knowledge replication with other organizations, which is both in terms of sharing and receiving new knowledge. We will introduce examples of how WLR receives and shares knowledge which results in knowledge replication. This is not in the terms of replication as an exact replication of a fixed format, rather, to combine the advantages of format standardization with adaptation, which will result in explorative learning (Jonsson & Foss, 2011).

Through its development process, WLR has been greatly dependent on external resources in the form of sponsorships and networking. This has led to opportunities for development within the organization and contributed to better opportunities for expanding geographically. The CEO states that they “need the involvement of international NGOs, and that is not only for their money”. He further elaborates that they can use international NGOs to reduce the costs when accessing new markets. WLR has common goals (social missions) with the international NGOs in many ways, and that initiates a win-win situation for both parties (Awad, personal communication, February 6, 2019).

Whenever WLR had a ‘knowledge gap’, they would request other organizations to share knowledge with them in order to enable for knowledge replication and explorative learning. For example, in the past, WLR did not have procedures for renting cars as considerations for how to track the cars and what to do if they broke down were not recognized. Shamout states: “Dr. [Dajani] knew someone in Mercy Corps who is within the fleet management, and we had a meeting with him and he explained all the procedures that they have” (Shamout, personal communication, February 6, 2019). From these sessions, Shamout customized policies and procedures for WLR. Additionally, WLR reviews the processes of other organizations in order to improve their own operations, which result in explorative learning. An example is the concern of how to effectively dispatch items from the warehouse to the customer. WLR already has their own processes but when viewing other organization’s process, they find an opportunity to improve their own procedures (ibid).
WLR also engages in a process of sharing knowledge with other organizations, and an example narrated from Shamout is when Dajani instructed him to share their procurement process with another NGO. Thereby, Shamout called the NGO and described their process and send samples of their forms, which the receiving site could modify and use (ibid).

4.3.3 Knowledge Management of Activities

The activities of WLR concern processes of knowledge sharing, and where knowledge replication is essential to spreading the social mission (Wall et al., 2004). WLR has multiple ways in which they share and attain knowledge from their ambassadors. Additionally, they have multiple channels in which they attain data of the outcomes of their social activities. These will be outlined in order to understand how WLR operate. First of all, it will be addressed how WLR shares knowledge with new reading ambassadors, as they are essential in creating and spreading the reading libraries. There are four ways where WLR shares knowledge: 1) manuals, 2) training of ambassadors, 3) training of trainers (TOT) or 4) online training.

New volunteers can access training material for becoming reading ambassadors through the online training portal on WLR’s website, where videos are provided (WLR Online Training, 2019). New reading ambassadors have the opportunity to enter the material for knowledge replication online, in order to start a library in their neighborhoods. When new reading ambassadors either experience geographical constraints or technological barriers to accessing the online training program, they have the option to receive a manual. The manual states how the reading ambassador can start a library and criteria for choosing the children’s books (Appendix 6).

Both the knowledge provided by manuals and the online training material can be classified as knowledge replication, which is supported by the templates approach. The recipient site is to attempt to reproduce as accurately as possible the context of the required learning. Whereas, the training of ambassadors and the TOT are supported by the principles approach, as interaction and questions are encouraged (Winter & Fuller, 2005).

When aiming at gaining new knowledge, there are four main channels where WLR can access the knowledge: Global Ambassador Network app (GAN), social media, personal contact, and R&D.
The GAN app is developed by WLR in order for the volunteers to report on the frequency of the reading sessions and the number of beneficiaries for each session, in addition to share their experiences and stories. The app also allows for setting up a biography of the volunteers and their contact info for follow-ups, and includes data analysis elements (Awad, personal communication, February 6, 2019).

WLR also gathers knowledge from the posts, pictures, and videos shared by their volunteers on social media (Badran, personal communication, February 6, 2019). When following up with the reading ambassadors after completing their training, WLR gains access to feedback and stories from the ambassadors. This helps exploit existing knowledge and the exploration of new knowledge, as both activities are highly valuable for WLR. The ongoing and past research made on WLR, in regard to the social impact of their activities, is a rich source to accessing new knowledge (March, 1991).

4.4 Knowledge Management Challenges

In this section, the researcher intends to outline some of the main challenges WLR have experienced in relation to managing their knowledge efficiently. Some of these challenges relate to their systems and methods for managing data, workflows, and their social impact. The challenges regarding knowledge management internally and externally relate to the lack of systems from which knowledge can be accessed and shared, which will be further introduced.

WLR wanted to expand their activities and the impact of their social mission, but knowledge management challenges was a barrier to this growth. Prior to onboarding the CEO, Awad, WLR did not have efficiency-promoting systems. Dajani states “before the CEO came, we did not have formal structures and responsibilities to hold people accountable, so people did not know what to adhere to” (Dajani, personal communication, February 7, 2019). When an organization lacks a knowledge management system, the employees have to ‘reinvent the wheel’ which means they have to start from scratch each time they start a new project. This can result in wasted efforts, increased costs, delays, and suboptimal results (Lang, 2001).
When knowledge is not managed, it is difficult for the workforce to find out if anyone in the organization knows something, has done something or has solved a similar problem before. WLR might have needed specific expertise and as knowledge systems are not utilized, they prevent from such opportunities for problem-solving (Lang, 2001). Hence, WLR would not be able to take full advantage from reusing previous experiences as the previous knowledge might be squandered. Moreover, when lacking systems, information might be communicated slowly and to a limited subset of the organization or not at all. This results in the employees being unaware of what has been done before, what is happening elsewhere, and where the organization is heading. Thus, leading to consequences for employee morale and organizational performance, which also makes the process of performing gap assessments very difficult. Leading to affecting the quality of the program and the social outcomes (Jamaludin, 2010).

The lack of knowledge management systems can lead to the employees repeating the same mistakes as previous knowledge cannot be utilized. Lack of structure for managing knowledge increases the risk of employees making poor decisions or finding difficulties in making decisions, and therefore, leads to decreases in efficiency. The lack of a knowledge management system leads to poor search capability, as it is difficult for the employees to find relevant information and resources when needed. As a result, the employees might waste time searching as they might not be able to take advantage of information, which exists but cannot be located. This may lead to increased costs and limit the potential for spreading the social mission and social outcomes (Mair & Marti, 2006).

The above-stated challenges might highly have affected the overall level of efficiency in WLR and the employees’ feeling of accountability, as they did not know what is expected of them and what they had to deliver (Bollinger & Smith, 2001). Additionally, the lack of systems in WLR might have affected the level of trust among the employees. This is a consequence of the lack of structure where no policies and procedures where implemented, so “people could do what they want” (Shamout, personal communication, February 6, 2019). The lack of structure did not facilitate the efficient use of systems for communication inside the organization, which might have had a negative impact on the common understanding and mutual trust between the employees (Zander & Kogut, 2003). When the knowledge is not managed through efficiency-promoting systems, it decreases the level and opportunity for gaining and managing new knowledge (Winter, 2003).
Apart from the knowledge management-based challenges regarding lack of systems and structures, WLR had challenges linked to the employees’ resistance of change. The challenge began when WLR started introducing systems for knowledge management, which is based on technology and automation. Shamout states: “the biggest challenge that we faced was the culture in the organization. People were like ‘no we do not want change’” (Shamout, personal communication, February 6, 2019). This statement shows that WLR experienced resistance for knowledge management systems as employees lacked the motivation to change the way they used and managed knowledge (Rivkin, 2001). Employee-motivation is important in order to develop a culture that embraces learning, sharing, and changing. Therefore, motivation is vital for establishing a system and is a key factor to determine effectiveness. It is a key element in enabling knowledge sharing because if the employees are reluctant to share knowledge, it cannot be managed (Vuori & Okkonen, 2012).

Moreover, when it comes to accessing knowledge outside of WLR that is essential in sustaining the organizational activities, WLR had challenges regarding the exploitation and management of this knowledge. The knowledge is related to the extent and scale of WLR’s social mission and the impact of it. WLR was challenged in managing knowledge between them and their volunteers. This relates to both accessing and sharing the information and knowledge. WLR experienced the lack of technology-based reporting systems where the knowledge could be accessed to measure the social impact of their activities. Additionally, the lack of technology-based channels from which knowledge can be shared in order to acquire more volunteers and expand their social mission (Awad, personal communication, February 6, 2019). How WLR has been able to overcome this challenge, alongside the lack of knowledge management systems and the employee resistance, will be addressed in the following section.

4.4.1 Overcoming Challenges

WLR was aware that if knowledge is not well-managed much information would be left out and existing expertise would not be fully exploited. The motivation for creating knowledge management systems and complying with international quality standards, came with the desire of increasing efficiency. WLR would be restricted in terms of seeking new information and knowledge, and that would affect the impact of their social mission. However, by introducing knowledge management
systems and programs, resistance from employees occurred. Overcoming these knowledge management challenges will be addressed in this section.

WLR aimed at overcoming some of their knowledge management challenges by setting up systems that comply with their demand. Furthermore, systems that can support their organizational objectives and priorities, and therefore, aligning knowledge management goals with organizational goals. It was vital for WLR to overcome challenges as it will lower their costs by preventing their employees from ‘reinventing the wheel’. It will eliminate deficits caused by repeating the same mistakes and increase contributions by innovating and creating new capabilities (Zollo & Winter, 2002).

After the CEO came on board, WLR initiated the use of a knowledge management system to manage their knowledge operations, internally and externally. The WLR CEO has expertise with quality and knowledge management systems, both in terms of their set up and in the use of the software. Additionally, he has expertise in managing knowledge in a team via the quality and knowledge management software. He was previously employed as a scoring and evaluation director and founded his own reliance group that provided training and consultation. Besides, he is a representative of a company in Germany where he has the position to deliver different ISO certifications. When he became the CEO of WLR, Awad installed and established systems such as the Quality Management System ISO 9000 (Awad, personal communication, February 6, 2019).

WLR aimed at overcoming their primary knowledge management challenges by utilizing technology-based systems and automate many of their processes. The CEO states “the ambitions are to be fully automated within this quarter, so whatever is ‘on paper’ is going to word or excel sheet” (Awad, personal communication, February 6, 2019). WLR fully automated their HR systems so e.g. their employees can apply for paid leave and the HR manager can administer paychecks and appraisals via their app. Additionally, WLR is fully automating its procurement cycle (ibid).

The CEO states: “I am a big believer in procedures and systems to guarantee sustainability and the flow without interruption”, and therefore, WLR decided to create manuals, policies, and procedures for all their operations (ibid). WLR uses the balanced scorecard concept in overlooking and running their institution and as strategic management of information systems (Martinsons et al., 1999). WLR base the balanced scorecard on four perspectives: financial, beneficiaries, procedures, and learning
and growth. Awad states that their systems are in full compliance with international standards for quality both for their financial and communication systems. He states that efficiency is important to them and that they “utilize technology to reduce cost, increase efficiency, and outreach to the world” (Awad, personal communication, February 6, 2019). This statement also supports the efforts to manage knowledge externally, which will be further addressed.

The WLR handbook has general information and regulations that all employees have to be familiar with, and therefore it is distributed amongst all staff members. When setting up systems for knowledge management, WLR divided their policies and procedures into complying with the objectives of their various departments. In this way, WLR can ensure that the departments get the appropriate data and information they need. Additionally, making sure that the information is relevant, so they are not overloaded with information (ibid).

WLR has strived to make the knowledge management process consistent, so it can allow for repeatability. Thus, providing standard templates, processes, and procedures the employees can adhere to. This allows for information to be shared and reused, and it enables sharing the ‘lessons learned’. The information can easier be articulate, implement, and measured in a process of continuous communication. WLR chose key performance indicators (KPI) for their knowledge management in order to yield the greatest benefits to its organization. It allows for creating key metric reports to show progress against their goals (Baden-Fuller & Winter, 2005).

The knowledge management system of WLR ought to place information in a reusable repository for the benefit of any future need based on similar kinds of experiences, which is the example of their lesson-learned register. Their knowledge management contributes towards streamlining the ideas problems, projects, and the deployment driving towards more productive workflows. It is not about the employees knowing about everything, but rather about creating a synthesis between the employees and the information, to the point effective utilization of knowledge is what counts (Burgelman, 1991). The knowledge management systems make it easier for the employees to find relevant information and resources at the time of need. Therefore, effectiveness can easier be achieved as WLR will be able to take advantage of existing expertise and experience, which leads to high social impact (Zagoršek, 2009).
The CEO states that it is “a part of [their] mission to partner up with customers and beneficiaries and utilize on the use of technology” (Awad, personal communication, February 6, 2019). WLR has introduced the GAN app as a mean to store knowledge for effective use. The app has a threefold of benefit to it as it serves WLR, the ambassadors, and their partners. The app provides useful information regarding in-market needs, estimated numbers of affected beneficiaries, and the extent of social impact. The ambassadors have the opportunity to engage in a process of accessing and sharing knowledge with other volunteers by e.g. posting content or receiving a response to content they share. When WLR provides their partners with a license, they can access the app and extract data relating to their volunteers and store personal information for each volunteer (ibid).

WLR shares and receives knowledge from other organizations through networking efforts when complementing inadequate knowledge about certain procedures. When receiving knowledge, the knowledge management systems support storing the information and the effective utilization of it. Moreover, gaps will become more evident as knowledge is managed, and WLR will be able to detect areas of improvement. This increases their chances of making scarce expertise widely available and they will be better able to apply key knowledge and insights from one part of the organization to another, when it is needed (Argote & Ingram, 2000).

The CEO states, when WLR succeeded in managing knowledge through effective systems, “the partners will get a credit when working with [them]”. The partners and donors of WLR prioritize that WLR has processes and systems installed as audits are involved. Furthermore, the CEO states: “someone from USAID said, WLR knows how to stretch the dollar” (Awad, personal communication, February 6, 2019). This statement indicates that there is a relation between the WLR’s outcomes and the effective use of knowledge management systems. As previously stated, knowledge management systems result in increased efficiency and decreases in costs.

Finally, the established “knowledge management systems and the extensive use of manuals, policies and procedures for everything [WLR] do (Awad, personal communication, February 6, 2019), might have enabled for a better process in receiving national and international researchers to conducting data on WLR’s social outcomes. Additionally, the knowledge management systems support the R&D department in structuring the work-processes with the researchers in order to gain the best value of the partnership. Hence, improving the flow of activities and the benefits (Winter & Szulanski, 2001).
4.4.1.1 Motivation and Knowledge Management

Change can sometimes cause resistance, and that was the case for WLR when introducing their knowledge management systems, as previously stated. Employee motivation is important on many levels, and when enabling for knowledge sharing and replication the employees are key actors in supporting this process. Hence, the motivation of the employees is an important factor in determining the effectiveness of knowledge management systems (Vuori & Okkonen, 2012).

When initiating the knowledge management changes in WLR, the objectives might not initially have been communicated. The employee resistance might have been a consequence of the ‘end state’ not being defined, not compelling, or poorly communicated. It might not have been clear to the employees why knowledge management is needed and how it is supposed to work (Wall et al., 2004). In the process of motivating the employees, it is important to communicate a clear vision of how knowledge management will work and why it is initiated, which will be further addressed.

WLR aimed at motivating their employees through goals, measurements, and positive and negative incentives. The knowledge management system plays a part in upholding it. An example of how WLR has affected the behaviors of their employees is by keeping a record of their attendance sheet. Hence, if an employee is late three times, WLR will deduct it from their vacancy balance (Ahmed, personal communication, February 7, 2019). The measurement part involves asking the employees to use the knowledge management system for specific tasks for which it is best suited such as sharing, finding, recognizing and suggesting new, useful information (Gaines, 1987). The employees are asked to interact on specific cases and talk about how the knowledge they are recommending actually achieves better results, which is the case of the ‘lessons-learned register’ (Shamout, personal communication, February 6, 2019).

Shamout states that “it is important the employees find solutions to their problems”, which indicates the level of motivation WLR try to ignite in their employees by distributing them with responsibility and a sense of control. Furthermore, Shamout states: “we work as a team, we distribute the roles and the responsibilities” (ibid). The CEO expresses that they want their employees to use their mental capacity on the beneficiaries and partners, improving the system, and introducing new programs and
solutions to the world, rather than on labor work. That is why WLR has an ambition of being fully automated within this quarter of the year (Awad, personal communication, February 6, 2019).

Overcoming the knowledge management challenges improve the operational performance of WLR, which positively affect the social mission and allows for better innovation efforts, in terms of stimulating growth through inventions (Winter, 2010). In the following section, we will explore the role transformational leader Dajani played in overcoming the knowledge management challenges.

4.5 The Role of the Transformational Leader

In this section, we will address the role leadership had when overcoming the knowledge management challenges in WLR. Martin and Osberg (2007) suggest that social entrepreneurial ventures are more likely to attain social value and increased performance outcomes, if they include individuals with strong entrepreneurial capabilities and leadership skills. This section will address the role the transformational leader Dajani had in 1) attracting the solutions for overcoming the knowledge management challenges, and 2) how the transformational leader managed the employees’ resistance to knowledge management change.

The desire for increasing the quality-level, both in terms of program and deliveries, led to WLR’s ambition of creating a well-functioning knowledge management system. Dajani states: “We feel we are ultimately responsible for the children and the ambassadors whom we have trained, so we want to make sure the quality and safety is guaranteed” (Dajani, personal communication, February 7, 2019). WLR has the objectives of expanding their social outcomes and they aspire to “continuously improve [their] approach to better serve [their] beneficiaries” (WLR, 2019). The social mission is Dajani’s motivation to improve the organization’s operations and utilize resources to achieve their social objectives, as previously stated (Brown, 2005).

It is to be argued that Dajani played a significant role in attracting individuals to the organization, to complement her capabilities and skills. Dajani states that she tried to operate the organization without knowledge management systems but realized that it did not support the organization in expanding to the desired level (ibid). As a transformational leader, she was a key organizational decision-maker to
advocate enhanced use of technological solutions, however, she was not as technologically literate as the specialists who were needed. She realized that her personal skills did not support setting up and managing the knowledge and information in her organization. That is why she hired a well-experienced CEO to install and manage the quality measures and knowledge of the organization. Consequently, she is a champion of change in terms of identifying, understanding and supporting people responsible for technological innovation (Howell & Higgins, 1990).

Dajani states: “it is very important for us to create a culture that we have a system, and everyone works in the system” (Dajani, personal communication, February 7, 2019). Dajani refers to the importance of the employees adhering to the knowledge management system as it is a condition for growth and expansion. The systems will allow the employees to know what is expected of them and what they have to deliver. Moreover, if they do not deliver on the expectations, they will understand the rationale behind it. Dajani’s philosophy is that the employees grow through the process of measurement and learning. She believes that developing goals and KPI’s to demonstrate progress helps employees make better decisions, act more effectively, and learn from others (ibid). So, the knowledge management systems improve the employees’ actions and learning in addition to the decision-making process (Zaleznik, 2004).

Felício et al. (2013) state that there is a core dilemma for the transformational leader in the social venture. This is in relation to maintaining stability and at the same time providing creative adaptation to outside forces, change assumptions, technology, working methods, roles, relationships and the culture of the organization. This might have driven Dajani to proceed with the changes in regard to how WLR treats information and knowledge. Dajani communicates that there must be a balance between being “friendly” and their knowledge management system and until the CEO came on board, they were more focused on being “friendly”. Dajani states that as a result of setting up the management system, her employees know what is expected of them and that they are to be held accountable (Dajani, personal communication, February 7, 2019).

As argued, Dajani as a social entrepreneur possess several leadership characteristics in the form of significant personal credibility, integrity, and the ability to generate followers’ commitment to the social enterprise. This is by framing it in terms of its important social outcomes (Borins, 2000). Gadoville describes Dajani as follows:
“She listens to everything and she is extremely interested in learning and curious. She is considering everyone she is speaking to as an expert in their own experience, and that makes her unique too. Because, there are a lot more founders who are uncomfortable with being as open and honest about what they need to learn as [Dajani] is, despite all her expertise” (Gadoville, personal communication, Marts 26, 2019).

It is important to state this point of view about Dajani as it helps to define the role her leadership had in overcoming the knowledge management challenges of WLR. Firstly, Dajani overcame the challenge of lack of effective knowledge management systems, by hiring a CEO with background expertise and a quality manager to support him. Secondly, Dajani played a vital role in motivating the employees in overcoming resistance for knowledge management changes and motivated them to share, innovate, reuse, collaborate, and learn. Part of the ability to have influence lies in the personal qualities Dajani has as a transformational leader, as shown by the above statement by Gadoville and as prior analyses from section 5.2.2 demonstrate.

In previous sections, we argued that Dajani seeks to achieve high levels of performance by showing inspiration and motivation in her employees, in addition to approaching each of them individually. Eden et al. (2002) have a notion that when a leader has the ability to motivate employees, they will achieve greater results than originally expected. Furthermore, leading the organizational members to achieve higher levels of motivation and morality (ibid, p. 736). As a transformational leader, Dajani elevates goals for her employees while showing confidence in them, which results in employees being engaged and flexible (Jamaludin, 2010). Dajani does not want her employees to view their work as ‘just a job’, rather as they are making a difference in the whole world (Dajani, personal communication, February 7, 2019).

For the observation at the ‘chaos meeting’, the researcher noted that Dajani stated she prefers “brain circulations rather than brain drain” for her workforce (personal communication, Jan 31, 2019). This approach and way of thinking reflects how Dajani views knowledge and her employees in the process of generating and sharing knowledge. Furthermore, that Dajani aims at empowering her employees in the process of organizing learning (Baden-Fuller & Winter, 2005). This is further supported by Gadoville’s statement: “[Dajani] has implemented a mindset in the organization that allows for sharing, collaboration, always active learning and iteration”. He follows-up and states: “there are
methods and tactical things that she has done that has been really successful”. Here, Gadoville refers to the establishment of knowledge management systems (Gadoville, personal communication, March 26, 2019).

As previously stated, Dajani believes lasting change takes time and views change as cumulative, as what matters is the effort despite the results not being immediately visible. This has enabled her to set long term goals for WLR when it comes to growth and expansion. Moreover, communicating the milestones for achieving the goals to her employees. Therefore, WLR has developed knowledge management systems to be based on reporting progress, inspection, and enforcing compliance (Awad, personal communication, February 6, 2019).

Dajani had the ability to incentivize her employees to change their perceptions when resisting knowledge management changes. Through her transformational leadership skills Dajani appeals to the ideals and morals of her employees, which affects their motivation. She aimed at inviting to a shared vision where everyone’s effort counts and supports the social mission of the venture, and therefore, incentivizing affirmative results of knowledge management. Hence, as a transformational leader Dajani aimed at empowering the workforce by developing a shared vision, providing resources, delegating authority, and most importantly by being a learning architect. This supports the organization in being a ‘learning organization’ (Hitt, 1995).

An important aspect to address in the field of leadership and motivation for overcoming the challenges, is the notion of trust. Motivating the employees, believing in them and their abilities alongside contributing to establishing a shared vision initiate the establishment of trust between the employees and their leader. Several employees addressed WLR as a ‘family’. Musbah stated: “we are a family here” (Musbah, personal communication, February 4, 2019), and Abudayyeh stated: ”the reason I stayed here, even under pressure, is because of the family here and the family-like relationships with everyone” (Abudayyeh, personal communication, February 2, 2019). This indicates there is a highly established element of trust among the employees.

Trust plays a vital part in knowledge sharing, and it requires communication. The guidelines for managing knowledge will positively impact and benefit communication in the organization, which improves knowledge sharing (Kogut, 2010). Consequently, Dajani has an open-door policy where employees can walk into her office at any time and address their challenges and concerns (Dajani,
personal communication, February 7, 2019). The open-door policy and the ‘feedback box’ in WLR both strengthen the trust in the organization and lead to increased motivation among the employees (Argote & Ingram, 2000).

The findings suggest that WLR uses both the principles and templates approach in their knowledge management process. WLR has encountered several knowledge management challenges, in which the paper particularly focuses on the lack of knowledge management systems. The transformational leader had a vital role in identifying and supporting the CEO that is responsible for the technological innovation of the knowledge management systems. Another knowledge management challenge is the resistance for change from the workforce that WLR experienced which made knowledge replication, transfer, and sharing of knowledge difficult. This paper identified that the creation of motivation and trust are important when overcoming the challenge of employee-resistance. The management of knowledge is dependent on the workforce, as much of the information WLR try to manage is held within the personal and collective experiences of the workforce. In the following section, the paper’s findings will be further elaborated.
5. The Findings

In this section, the findings of this paper will be presented. This section will discourse on how WLR has overcome their knowledge management challenges and the role the transformational leader had. It is for the reader to understand the importance of WLR overcoming their knowledge management challenges, the social outcomes of overcoming them, and the essential role the transformational leader had in this process. In this section, the structure is divided in accordance to figure 3. The order that is proposed by the numbering in the figure suggests the link between the different variables.

![Figure 3. The Research Findings of](image)

5.1 Transformational Leader & Quality Management

There is a strong relationship between the transformational leader and the establishment of quality management in WLR. Dajani as a transformational leader has played a vital role in making the transition into a knowledge management environment. The arrow for point 5.1 is dashed because Dajani had a strong influence on initiating the establishment of quality management, however not on implementing it. The positive effects of the quality management outcomes can be traced back to the qualifications and background expertise of the CEO.
Quality management has provided WLR with the basis for good decision making. The collaboration between employees is important to bring the power of diverse opinions, large numbers, and varied experience when making decisions. So, when sharing knowledge and reusing it in repositories, it allows for WLR to base their decisions on actual experience, data, and practical lessons learned (Argote & Ingram, 2000).

The transformational leader has affected the implementation of rational methods that promote sound decision making, which is based on WLR’s organizational rules and procedures (Howell & Higgins, 1990). Dajani has been a key organizational decision-maker to advocate the enhanced use of technological solutions even though she is not as technologically literate as the specialists. She was a champion of change by identifying, understanding, and supporting people responsible for technological innovation, which is the CEO, Awada, and the quality manager, Shamout.

5.2 Transformational Leader & Motivation and Trust

The transformational leader Dajani motivates her employees in the process of generating increased value and organized learning. Dajani sought to achieve high levels of performance by showing inspiration and motivation in her employees (Eden et al., 2002). Furthermore, inspired people internally and externally to believe in the social mission through emphasizing its importance, and passionately narrating it.

Dajani played a vital role in creating a culture of trust, communication, and collaboration in WLR. She facilitated an environment where she elevates the goals for her employees while showing confidence in them. Furthermore, appealing to her employees by stating their effort as directly contributing to the social value creation which made them engaged and flexible. An important element to the trust is the family-like feeling the employees have for the organization. The employees can voice their opinions either directly to Dajani in meetings or anonymously, which creates a relationship of trust. This relationship enables communication in the organization and creates a learning culture. When the employees are engaged and flexible, they have a mindset that allows for sharing, collaboration, active learning, and iteration.
The process of motivating and creating trust among the employees that Dajani was responsible for, allowed for overcoming the knowledge management challenges concerning resistance for knowledge management change in WLR (Jamaludin, 2010).

5.3 Motivation and Trust & Knowledge Management Systems

The motivation and trust of the workforce are connected to the effective utilization of knowledge management systems in WLR. However, the arrow for point 5.4 is dashed, which is a result of the motivation and trust not directly affecting the knowledge management systems. Rather, it should be viewed as the lack of motivation and trust between the workforce that can lead to the resistance for knowledge management changes and the lack of improvement.

As previously stated, resistance in the utilization of the systems and procedures was a challenge WLR experienced. Creating a relationship of trust and motivation between the workforce greatly contributed to the effective use of the knowledge management systems, as it allowed for increased communication supporting the knowledge sharing. Therefore, in order for WLR to have well-functioning knowledge management systems, they must have a culture that is built on trust and motivation (Gaines, 1987).

5.4 Quality Management & Knowledge Management Systems

Quality management is important for WLR as it leads to internal focus and external credibility. Quality management required WLR to provide a process for creating, storing, communicating, and using standard processes and procedures. The CEO’s focus on quality management led to the establishment of WLR’s knowledge management systems (Brown, 2005). It provided the organization with methods and templates as building blocks for supporting repeatable processes and procedures. Hence, allowing WLR to learn and implement knowledge more easily, and the employees to use the methods and templates routinely as part of the knowledge management (March, 1991).

The quality management is important to WLR as the workforce can be more consistent in how work is performed, and it led to more predictable results. WLR can better take advantage of existing
expertise and experience from inside and outside their organization. The knowledge management systems, when used consistently, streamline the work, improves quality, and allows for compatibility across the organization (Bollinger & Smith, 2001). Therefore, WLR can increasingly benefit from the individual skills and knowledge of each employee and some employees might even have widely-varying capabilities and backgrounds. The knowledge management efforts can make tacit knowledge more accessible which builds on the capabilities of WLR (Jensen & Szulanski, 2007).

The analysis indicates, that WLR overcame their challenge of lack of knowledge management systems, which enabled the workforce with a better and faster decision-making process. The knowledge management systems allowed the organization to communicate important information widely and quickly. Resulting in a faster way to detect if any information gaps might occur. The quality and knowledge management allow for relevant information to be delivered at the time of need, which makes it easier to find relevant information. Besides, the process of reusing ideas and expertise can be better facilitated as seen with the lessons-learned register of WLR. Therefore, the employees can avoid redundant effort in addition to avoiding making the same mistakes twice (Lang, 2001).

### 5.5 Motivation and Trust & Social Outcomes

As justified before, due to the transformational leadership approach, the workforce achieved high levels of motivation and morality. This process results in greater results to be achieved than originally anticipated (Eden et al., p. 736). The transformational leader, Dajani, had the ability to motivate the workforce and create a culture of trust, and this greatly contributes to the social outcomes. The motivation and trust elements lead to a culture of effectiveness and transparency. This positively contributes to the social outcomes as the workforce will more dedicatedly take on the use of capabilities and resources to reach the social aims (Austin et al., 2006).

### 5.6 Knowledge Management Systems & Social Outcomes

This paper’s analysis indicates that overcoming the knowledge management challenges support accelerating the spread of WLR’s social mission. WLR will be better able to demonstrate widespread expertise and have ways of bringing it to bear for the benefit of spreading their social mission. They
can be prepared to be more competitive with the use of knowledge management systems. Furthermore, the establishment of knowledge management systems will benefit the international partnerships of WLR, and most likely, improve their commercial activities. Thus, supporting their efforts of sustainability (Mair & Martí, 2006).

The increase in revenues might become increasingly difficult as industries mature, and competition increases. Therefore, the knowledge management systems can speed the execution of strategies, which is a differentiator among organizational rivalries (Argote & Ingram, 2000). As WLR grows, the expansion in size will benefit from the use of knowledge management systems, and when complying with quality standards. The knowledge management systems affect the reuse of knowledge, which may significantly reduce time to deliver proposals, services, or products to partners. Furthermore, result in knowledge sharing, collaboration, and information delivery, which can stimulate the innovation of WLR (Augier & Teece, 2009).

The combination of the motivated workforce and the use of knowledge management systems is important when aiming at increased social outcomes and heightened efficiency. Without the motivation of the employees to use the knowledge management systems, the social outcomes and value creation would be delimited. Besides, WLR needs knowledge management systems in order to support their overall organizational learning. Therefore, the variables counteract with each other and create a good synthesis to achieve social aims when efficiently operated.

The social outcome parameter is both a motivation for overcoming the knowledge management challenges and is a mean in itself to be achieved (Short et al., 2009). In figure 3., the social outcomes of WLR relate to the workforce being motivated, feeling trust, and utilizing knowledge management systems. The synthesis between these elements allows for knowledge sharing and the reuse of knowledge. The knowledge management systems make the workflow more organized as knowledge can be stored, which is a process that serves the social mission.
6. Discussion

In this chapter, the problem definition and research questions will be recapped, in order to create a chronological presentation of the paper. The research method will be presented followed by a representation of the major findings from the analyses. We will discuss aspects regarding prior research on the topic of transformational leadership and knowledge management, in addition to the limitations of the paper, the generalizability, and suggestions for further research.

The aim of this paper was to research ‘what role knowledge management played in the development of WLR’. It intended to examine how knowledge is managed in WLR, what knowledge management challenges WLR faced, how they overcame them, and the role leadership played in overcoming the challenges. The methods used to investigate these questions are based on conducting a semi-structured interview with the management, employees, and volunteers in WLR, in Amman. Moreover, via Skype with partners and international volunteers. Moreover, the researcher conducted field observations inside and outside WLR, in addition to reviewing data and documents presented by the organization.

The findings of this paper suggest that WLR manages knowledge via the use of principles, templates, and background knowledge for their knowledge replication process. In addition to the use of technology such as their app, website, and knowledge management systems. The findings suggest that WLR faced knowledge management challenges when lacking knowledge management systems, which resulted in ineffectiveness as their structures were not sufficient for sharing knowledge internally and externally. Nor for enabling a well-organized knowledge replication process. WLR also had a challenge in relation to the resistance from their employees to knowledge management changes. This resulted in the inefficient adaptation of the knowledge management systems which limits social outcomes.

WLR overcame the challenges by installing quality management measures that supported the establishment of knowledge management systems. It allowed for the exploitation of knowledge and resources, internally and externally. These systems increased the ability to share knowledge, structure the workflows, and benefit from the capabilities of the employees and newly acquired knowledge.
We will now systematically explain the underlying meaning of the findings and state why they are important. The findings suggested are important in the aspect of presenting an overview of the role knowledge management plays in developing an organization. The development of the organization is in relation to expanding and exploiting the use of knowledge and information. Knowledge management is essential as the improvement of an organization’s infrastructure increases the social outcomes. The more organized, consistent, and uninterrupted the knowledge management process, the greater the efficiency and social outcomes, as indicated by the paper’s findings.

The way WLR manages knowledge is a significant manifestation of how Dajani has managed the organization. The role of her leadership style is twofold when overcoming knowledge management challenges. First of all, she detected the source of inefficient use of knowledge in her organization and instilled a qualified CEO to manage the knowledge and quality measures. Secondly, she played a vital role in instilling trust and motivation in and between the employees, which allowed for overcoming the resistance-based knowledge management challenge. Dajani’s behavioral and interpersonal skills were essential in the knowledge management process. Notably, her leadership style manifests the organization’s approach to constantly improve with all means to achieve its social mission and, at the same time, empowering the people inside and outside her organization. Dajani’s approach has led to the utilization of technology and resources, internally and externally, in order to reach their aims of improved knowledge sharing systems. Moreover, emphasizing the endeavor to establish an open culture in the organization that allows for this development.

The knowledge management challenges that Dajani has faced reflects possible internal threat for achieving her social aims, such as spreading the social mission broadly and internationally. Therefore, she aimed at attracting the assets and resources to the organization that would help in overcoming the challenges and establish systems to serve the sustainability aims of the organization. Some of the results of the analysis were expected, whereas, other findings were not anticipated. This regards the considerable role the transformational leader had to several researched factors of this study. It was expected that the leader played a significant role in overcoming the knowledge management challenges, however, not to the extent that she had as a knowledge-oriented leader. Moreover, the aspects of motivation and trust, in relation to knowledge management, were not expected to have a significant implication. These results point towards the critical role the leader has in general in an
organization. Besides, the role of establishing a culture in the organization that is capable of overcoming challenges and adapting to increasing demands.

6.1 Implications for Practitioners

What makes this study unique is the combination of the theories of social entrepreneurship, transformational leadership, and knowledge management theory. Hence, in the quest of highlighting the effects these elements contribute to a social entrepreneurial venture’s social mission and social value creation. When addressing prior research, studies were found that greatly support the notion of how important leadership is to knowledge management. Researchers such as Johnson (2002) and Politis (2001) have provided a theoretical basis for a relationship between transformational leadership and knowledge management. However, they assumed the relationship without empirically supporting the relationship, leaving it unproven. Crawford (2005) made a study that provides ample support for the notion that knowledge management and leadership, as both a theoretical construct and an organizational position, are strongly related to each other. He presented empirical data in order to clearly detail the link, and his research findings support the ones of this paper. This is in terms of establishing a link between transformational leadership and knowledge management at the individual and group level in an organization.

This study has some limitations that must be acknowledged. It is delimited to studying the relationship between the transformational leader and knowledge management, specifically, in relation to overcoming knowledge management challenges. The study aimed at bringing together the theory of transformational leadership with social entrepreneurship and knowledge management, in order to highlight how they connectedly support the findings of this paper. Thus, making the paper aiming at a breadth of interconnectivity as a relation of causes and effects, rather than aiming at a depth of one of the theories. We believe the theories complemented each other really well in the quest of this paper, as important findings have been revealed and specific causes and effects have been discovered. The paper was limited to the knowledge-sharing aspect of knowledge. It aimed at utilizing the theory of social entrepreneurship to explain the connection to the choices of knowledge management change for WLR. Furthermore, the relation between social entrepreneurship to the transformational leadership theory in the context of WLR.
Therefore, when it comes to generalizability, we advise that the research is to be generalized based on the most prominent findings of this paper. We will argue that other organizations in the non-governmental or social sector can leverage their social leader, or acquire one, in order to promote a learning culture in the organization. Hence, by creating a shared vision and motivating their employees. Thus, an important aspect to note is that the leader is the learning architect of the organization (Hitt, 1995).

We will present suggestions for further research that can help uncover different aspects, which might contribute to further important findings. It would be interesting for practitioners to build on this study by conducting research that aims at analyzing the knowledge management systems and data obtained from the systems. This is to uncover the actual benefits and effectiveness of the knowledge management systems and highlight points of improvement and present alternative methods. The focus will be centralized around the knowledge management systems, and the research can spread to include fieldwork in international areas where WLR operate as well as including different stakeholders.

This paper specifically focused on the relationship between transformational leadership and knowledge management within the aspect of overcoming the knowledge management challenges of WLR. The results of this study clearly support the basis for a relationship between the variables transformational leadership and knowledge management. Future research can be more centered around specific elements of transformational leadership and knowledge management in a different variety of contexts. Additionally, future research can continue to clarify the causative details surrounding leadership and knowledge management, so that more specific cause and effect relationships might be revealed.

When it comes to knowledge and leadership, another interesting research area could be conducted on the role the leader plays in the process of knowledge acquisition, as findings for this research area might significantly improve the way WLR acquire knowledge (Landauer & Dumais, 1997). The research focus of this paper was only on the leadership role of Dajani as suggested by the data. However, further research can examine the leadership role of the CEO and other managers, in relation to the knowledge management and their role in motivating the employees. Furthermore, examining
their role as leaders and how they contribute to a learning culture by providing training, empowerment, and support to promote the desired culture (Bollinger & Smith 2001).
7. CONCLUSION

The conclusion emerges from the role knowledge management had in the development of the social entrepreneurial venture, WLR. It ought to understand how knowledge is managed and has evolved in the venture. Furthermore, how it has improved WLR’s ability to exploit and replicate what they already know. It was important to create a link to the transformational leader as knowledge is created in the communication process between people. Furthermore, the transformational leader has the ability to motivate employees to share knowledge. The main knowledge challenges WLR encountered were the lack of knowledge management systems and the employees’ resistance to knowledge management systems. The findings reveal that WLR manages its knowledge via technological platforms, such as their apps and website, and utilizes on the combination of principles, templates, and background knowledge when aiming to replicate knowledge. The paper’s finding suggests that Dajani played a vital role as a learning architect. The transformational leader hired a CEO, who is specialized in quality and knowledge management systems, to manage the knowledge and establish systems and technologies to support organizational learning. She played an important role in creating motivation and trust for the workforce in WLR and helped to overcome the employees’ resistance to knowledge management change. Dajani was able to generate employee commitment to the social enterprise by framing it in terms of its important social outcomes. Her person-centered leadership style enabled the process by making the workforce feel that a higher organizational mission guides their motives. Therefore, Dajani has played an important role as a learning architect on different levels. Overcoming WLR’s knowledge management challenges impact beyond the improvement of their infrastructure. The findings demonstrate that knowledge management systems increase WLR’s efficiency and operational performance, which impacts its social outcomes.
8. LIST OF REFERENCES


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Stanford Social Innovation Review, 6, 34-43


9. APPENDICES

Appendix 1.

**Guidelines when choosing Children’s Books:**

- The story must be longer than ten minutes.
- Consider the meaning of the story. Read stories that encourage good behavior and morals.
- The vocabulary must be appropriate for the children’s age group.
- Attractive illustrations help children connect with the story’s content.
- Choose stories that are interesting to you and the children.
- The story must be in the child’s native language.
- The story must connect with the reality of the child’s life.
- Must be neutral in content (does not contain religious, political nor educational content)
Appendix 2.

Published Research by WLR, stated in their Annual Report of year 2017:

Research

Our Published Research

Reading social stories in the community: A promising intervention for promoting children’s environmental knowledge and behavior in Jordan.


Summary: This study reports findings from the We Love Reading Program that utilizes the reading of social stories in Jordanian communities on the topic of environmental problems. Results indicated the effectiveness of this informal educational intervention, showing an increase in children’s knowledge of environmental issues and a positive change in their behaviors.

We Love Reading at Women’s Literacy Program in the Arab World.

Dajani, Sam, and Abdallah-Awad (2016).

Summary: The highly-motivational We love Reading training program covers a wide range of aspects from leadership and entrepreneurship to communication and building confidence. The program aims to empower women as leaders in their community to implement positive changes.

Reading about people’s feelings increases empathic concern and generosity in children.

University of Chicago.


Summary: The empathic intervention specifically raised children’s generosity by nearly 100% as well as increasing the amount of empathic concern they felt for another child. Importantly, the intervention did not affect what we call ‘emotional empathy’ or sensitivity to pain.

These changes were not present in the control group. Moreover, these results show that the emotional empathy intervention causes an increase in empathic concern for another as well as greater pro-social behavior.

The Impact of the We Love Reading Pilot Program on the Psychosocial Health of Participating Children in Zaatari Refugee Camp.

Yale University, Yang, S. (2014).

Summary: We Love Reading was introduced in Zaatari Camp for Syrian refugees through a pilot project in the summer of 2014. A psychosocial study designed by the Department of Anthropology at Yale University was conducted on the storytellers and children who attended the read aloud sessions at Zaatari. The results in the test of resilience taken by children in Zaatari are close to the results shown by children in the US who took the same test. Reading for children in Zaatari has strengthened their eagerness to return to school (there is a high rate of school dropouts in Zaatari for a variety of reasons). In addition, children learned to love reading and to think independently.

Our Ongoing Research

UNICEF

Evaluate the positive changes in attitudes and practices of children towards reading and evaluate the willingness of children and their parents to attend school.

BROWN UNIVERSITY

Assess the influence of We Love Reading program on children’s cognitive and emotional development during the critical preschool years.

UNIVERSITY OF CHICAGO

Assess the positive behavior of children towards social inclusion by studying empathy.

HARVARD UNIVERSITY AND NYU

Assess the impact of We Love Reading on parent-child relationship.
Appendix 3.

The Researcher’s Schedule for Data Collection Activities, Presented by WLR:

<table>
<thead>
<tr>
<th>#</th>
<th>Date</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Monday, 4th of February 2019</td>
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<tr>
<td></td>
<td>11:00 am-11:30 am</td>
<td>Meeting with Lama Al Barghouthi (Project Manager)</td>
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<tr>
<td></td>
<td>11:30 am-12:00 pm</td>
<td>Meeting with Faris Ahmad (Admin &amp; HR Manager)</td>
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<tr>
<td></td>
<td>12:45 pm-1:15 pm</td>
<td>Lunch Break</td>
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<td>2</td>
<td>Tuesday, 5th of February 2019</td>
<td></td>
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<tr>
<td></td>
<td>10:00 am - 10:30 am</td>
<td>Meeting With Deena Saif (Finance Manager)</td>
<td></td>
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<tr>
<td></td>
<td>11:00 am-12:30 pm</td>
<td>Reading Session with Lama Al Barghouthy</td>
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<tr>
<td></td>
<td>12:45 pm-1:15 pm</td>
<td>Lunch Break</td>
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<tr>
<td>3</td>
<td>Wednesday, 6th of February 2019</td>
<td></td>
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<tr>
<td></td>
<td>9:00 am-10:00 am</td>
<td>Meeting with Abdelraouf Shamout (Quality Manager)</td>
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<tr>
<td></td>
<td>10:00 am-11:00 am</td>
<td>Meeting Ghufren Abu Deyyeh (Trainer) and visit WLR Museum</td>
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<tr>
<td></td>
<td>12:00 pm – 12:45 pm</td>
<td>Meeting with Aseel Badran (Graphic designer &amp; Branding Officer)</td>
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</tr>
<tr>
<td></td>
<td>12:45 pm – 1:15 pm</td>
<td>Lunch Break</td>
<td></td>
</tr>
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</table>
Appendix 4

Interview Guide. Dr. Rana Dajani, We Love Reading HQ, Amman (31\textsuperscript{st} Jan 2019).

- **Introduction**
  - Who are you – your background
  - Why did you start WLR (the need)?
  - What’s your vision, mission, and values?
  - What is WLR?
  - Can you explain your organizational culture to me?
  - What is your Business Model? What are the most important aspects of it? Why?

- **The people**
  - Whom are your staff?
  - Who’s the key employees?
  - How did the employments develop over the years? Whom did you employ first?
  - How do you motivate your employees?
  - How is the culture in WLR?

- **The beneficiaries**
  - What is your social mission?
  - Whom are your beneficiaries? Has it always been this group?

- **Resources**
  - What are your most valuable resources?
  - How do you share knowledge in the org.?
    - Between you and employees
    - Employees and employees
    - Employees and volunteers
    - Amongst volunteers
  - Why is research conducted important for you?

- **Strategy**
  - What are the factors supporting your expansion?
  - What are the factors that have supported your expansion?
  - Where are you right now, in which countries?
  - What’s the future strategy

- **Funding**
  - How is your financial model?
  - Do you generate revenues?
Appendix 5

The Reading Corner in We Love Reading, Headquarter, Amman:
Appendix 6

The Outline for Starting a ‘Library’ in the Volunteer’s Neighborhood.

Outline for starting a library in neighborhood
1. Find a person to be the storyteller. Qualities of storyteller: likes children, likes to read, enthusiastic, committed
2. Train the storyteller personally or through a training session
3. The storyteller starts talking about reading and its importance to her community
4. the storyteller approaches her mosque and explains to him the library in a every neighborhood
5. We will give the storyteller books to be a seed for her library
6. The imam announces in the Friday prayer that there will be a storytelling on Saturday from 10:30 to 11:30 every other Saturday for children ages 4-10 boys and girls.
7. On Saturday the storyteller dresses up and goes to the mosque and reads to the children for an hour
8. the books are lent to the children
9. The children bring the books back each time and take a new one.
10. There is no need for a book case
11. If a book is not brought back or is damaged the child has to pay 1 JD to cover the cost to buy a book not as a punishment
12. The biggest reward you will get is that this is a sadaqa Jaryeh

Additional points
1. Source of books. We will give the first group of books. Later on the mosque will love the idea and will be willing to pay to replenish the books or renew them every few months. The publishers and distributors will give us gracious discounts for the books.
2. Each storyteller will train another person as a pay it forward
3. We will have a website and database of all storyteller to stay in touch and to exchange ideas and thoughts and problems
4. A map of Jordan with each storytellers location and name will be set up at main public locations
5. benefits of reading