INNOVATION AS A SINGULAR ENABLER

Study of Knowledge transfer principals

Attributes of Knowledge a transfer scenario

Self-Management Group Evaluation

Title: The role of religious experience in the knowledge transfer process.

FIGURATIONAL DYNAMICS:Attributes within a Knowledge transfer scenario

Belvederes of philosophy and knowledge

BUSINESS PERSPECTIVES of PHILOSOPHYAND KNOWLEDGE: Occident contra Islam

BUSINESS PERSPECTIVES of PHILOSOPHYAND KNOWLEDGE: Knowledge State

Knowledge and Behavior_1

Knowledge and Behavior _2

Healthcare Management

Adaptive Management

Institutional Distance

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WORKING PAPER SERIES:

INNOVATION AS A SINGULAR ENABLER

Abstract

In this paper, we consider the value of knowledge in an innovation context and deliberate a contrary perspective from existing empiricisms to bring about better innovation efficiency within multi-agent arenas. To do this, we consider why, if innovation is key for developmental trajectories in a healthcare environment, and despite the resource utilised to examine its characteristics, the transfer of knowledge within healthcare, practitioner or organisational innovation domains remains a problematic event.

We reflect on this duality with a doxastic attitude and draw on modal maps as underpinning structures to present a critique. Furthermore, we draw from these qualitative descriptions of conditional maps as a natural extension of contemporary KBF (*Knowledge Belief Frame*) models. Thus, from an innovation context, we can deliberate the parallelism between an agent who establishes belief in real time propositions, and a formal system from which they derive the proposition and reality. Uniquely, in doing so we build a legitimate frame of reference by highlighting managerial parallelisms, which synthesise key epistemic doyennes and, efficaciously underpin the plausibility of logical associations and decision-making drawn from a first-person architype of belief.

Key Words: Business Management, Innovation, Doxastic Maps, Knowledge Transfer.

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INTRODUCTION

For this discussion, we adopt structures of Healthcare Management as the context of innovation within the core discussion, by recognising the logic of epistemic actions as a priori aspects of decision making in relating to innovation. Our critique is positioned from the perspective of conceptual empiricism (Ginsborg, 2006; Moyal-Sharrock, 2013). We further draw from (De Marco & Romaniello, 2011; Gardenfors, 1986) for belief revisions and link to (Yager, 2001) for primary discussion around multi agent decision making. This allows for a logical descriptor point as the juncture between innovation and knowledge and permits a useful predicate for axiomatization of decision making at the onset.

Innovation as a context

Sheng et al (2013) argue that the purpose of knowledge transfer is to improve the ability of members to enhance organizational performance. Credible authors such as Brockman and Morgan, (2003) further note that knowledge transfer supports innovation through problem definition, alternative generation and evaluation, and the selection of what knowledge is transferred. From the viewpoint of Sheng et al (2013) increased levels of innovation and performance are only achievable once an organization increases its knowledge internalization to a sufficient level to support an innovation trajectory. Drawing from this research, we can see that they exposed an unfamiliar perspective, whereby, utilising effective information technology competencies can allow healthcare organisations to overcome recognised limitations in both knowledge stickiness. Therefore, provisioning a higher degree of innovation becomes realised (Chien Hsing, Shu-Chen, & Hsin-Hui, 2013; Gausdal & Nilsen, 2011; Oborn, Barrett, & Racko, 2013; Tuan, 2008) and ‘knowledge ambiguity’ (Fulop, 2012; Stetler & Magnusson, 2015; Tansley, Huang, & Foster, 2013; Windecker et al., 2015). However, information technology is not the only solution needed to support knowledge transfer in this

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environment. This is because aligning knowledge transfer effectiveness and innovation can be viewed as a complex, dynamic process, which is difficult to embed (M. Fascia & Brodie, 2017). In the UK, to help overcome such issues, there is utilisation of industry and academic collaboration linked to internal knowledge brokers (Carnovale & Yeniyurt, 2015; Luke, Verreynne, & Kearins, 2010; Meisel, Gollust, & Grande, 2016) all focused on problem solving.

The inevitability for improvement

By placing validation of innovative elements at this juncture, it is easy to see many informed perspectives, driving the need for innovation (Christina Beach, 2007; Lee, Moy, Kruck, & Rabang, 2014; McLaughlin & Militello, 2015; Savory & Fortune, 2014), particularly within a pressurised environment such as the healthcare sector (M. Fascia & Brodie, 2017). Contemporary work indicates three acute facets, which rely heavily on innovation to stimulate business trajectory and sustainable growth (Bhayani, 2015; Genaidy, Sequeira, Rinder, & A-Rehim, 2009; Servaes & Lie, 2013). Thus, we can readily identify these rudiments as social and economic aspects affected by rising costs of treatment. Thus, all three necessitate a focus on innovation to improve efficacy and efficiency and or an underpinning strategy enabler (King & Foley Iii, 2010; Love & Roper, 2015; Roberts, Liu, & Hazard, 2005; Truss, 2003).

As such, innovation in a healthcare setting demands a move beyond the traditional or perhaps myopic view of innovation in a generalist business arena, and often seen in mainstream literature (Fellnhofer, 2018; Mohammad & Quoquab, 2017; Mohelska & Sokolova, 2017; Rahko, 2017; Santos, Navarro, & Kaszowska, 2017). This point of view tends to focus on innovation as being "*the conversion of a new idea into revenues and profits*" (Lafley & Charan, 2008, p. 21). Instead, when defining innovation in healthcare, there may be justification around embracing a broader definition of innovation. Such terms include efficiency, quality, and affordability (World Health Organisation, 2017). Wherein, de-

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emphasises the monetary gains to be made and refocuses on innovation from a social perspective. The World Health Organization (WHO) explains that, innovation in healthcare needs to bring about new or improved health policies, systems, products, technologies, services and delivery methods. Both Kimble and Rashmad, (2017) and (Barlow, 2016) derive similar conclusion, whereby, in this context, health care systems strive to offer improved diagnosis, treatment, prevention and thus, ultimately better access to healthcare for all.

From an innovative point of view therefore, it is relatively straightforward to explain why structured decision making in an innovative healthcare setting becomes important, and why the development of a deliberate strategy is particularly barrier laden and difficult (Fascia, M., Sanderson, M., Tan, H., & Fascia, S. 2019). Examining these barriers, Herzlinger (2006) highlights three main types of health care innovation and the six forces (problematic issues) which affect them. Thus, we can relate these directly to a knowledge transfer paradigm of the same or similar context.

Herzlinger notes transient problems with delivery (*how patients buy and use healthcare*), technology use (*utilised to create new products and treatments*) and business models (*seeking to integrate healthcare organisations and activities*). Running in parallel to these three areas of multiplicity, there are additional issues, which can arise. Notably, stakeholders, funding, governmental policy, introduction of new technology, expectations of healthcare service users and unsurprisingly, the necessity of accountability.

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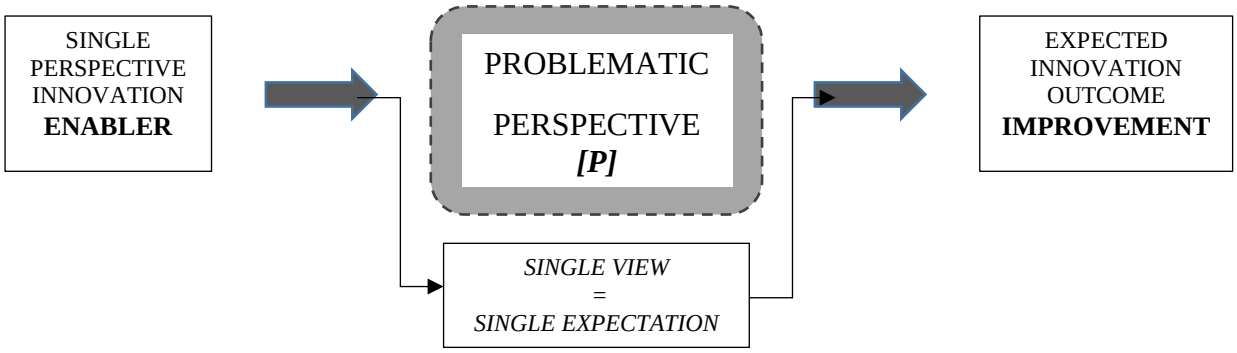
FIGURE 1 – INNOVATION AS A SINGULAR ENABLER



As we can see from Figure 1, innovation in this context, as a singular enabler, is limited when used as leverage for improvement or innovation, as any development would be limited to a single perspective or expected outcome. Thus, to gain value, it may be more appropriate if an agent could establish a real time state of validity for any value expectation(Caccia-Bava, Guimaraes, & Guimaraes, 2013; Chatzoudes, Chatzoglou, & Vraimaki, 2015; Gagnon et al., 2014; Prasarnphanich, Janz, & Patel, 2016; Rouch et al., 2015) , thus, devolve both predict and precept notions of value accountability as a reality. That is, an internal locus or state of belief of either knowledge value or precipitation which can directly or indirectly relate to an innovation outcome and equal value emphasis. Whereby, all iterations of probability relating to a decision making knowledge transfer dilemma remain as valid, only if, they are logical along a constant frame of reality from an actor's perspective of useful innovation.

Formalisation of a position such as this, for example in a healthcare environment, allows principles of innovation to become evident as conditional interpretations of process outcome, importantly, still in the context of surrounding decision making protocols and knowledge transfer mechanisms (Argote & Fahrenkopf, 2016; Boyd, Ragsdell, Oppenheim, & Martins, 2007; Goyette, Cassivi, Courchesne, & Elia, 2014; Song, Zhu, & Rundquist, 2015; Zhang & Jiang, 2015). Thus, exchanges to practical and recognisable environments may now use innovation as a leverage mechanism or driving force for any successful outcome.

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Subsequently, we can then relate interpretation within an aperture of reality and change, as this allows for the formation of informal axiomatic theories of belief based on interpretational realism (Godel, 1932; Bull & Krister 1984), and therefore, decisions remain perpetual or dynamic within the knowledge exchange/belief framework.

However, for this position to become valuable, it is only by analysing the somewhat complex processes at work within a Healthcare environment, such as daily working practices, that useful identification of normative and appropriate interaction between the perceptual or dynamic decision making process emerges (Bansemir, Neyer, & Möslein, 2012; Moncaster et al., 2010; Murdock, Shariff, & Wilding, 2013; Swaroop et al., 2014). This perspective is a result of knowledge exchanges and decisions between practitioners during the knowledge transfer scenario, importantly, which can easily be identified as useful or have value for the organisation (Anghelcev, Chung, Sar, & Duff, 2015; Chyi Lee & Yang, 2000; Hutzschenreuter & Horstkotte, 2010; Roy & Sarkar, 2016; Scaringella, 2016). Any analogous scrutiny linked to innovation at this point is reflective of egoistic formations of a singular reality from a knowledge transfer practitioner's perception. Therefore, identify what can be interpreted as a form of cautious belief of an experience (Rotaru et al., 2014), rather than directly relative to the outcome of the knowledge transfer scenario taking place. That is, interpretation continues to remain analogous to the knowledge transfer practitioner's experiential accounts of knowledge at any point in the transfer. However, from an innovation point of view, this situation would be unable to validate the putative value of knowledge, at any single reference point relative to any agreed outcome or value.

At this juncture, we can understand how the examination of knowledge taxonomy and the decisions related to effective outcome would reveal the complex intertwining with necessary communication scenarios needed within a dualistic frame of reference (Kranjec, 2005). Whereby, any argument contrary to the expected outcome of the innovation would become

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invalid at any procedure or process point. If we accept this posit as knowledge that is independent of all particular experiences, then it becomes important to understand the significance of experiential reasoning behind this interpretive position of knowledge before it is transferred (Burbach, Barnason, & Hertzog, 2015; Edmondson & Pearce, 2007; Groves, Vance, & Choi, 2011; McCord, Houseworth, & Michaelsen, 2015; Rae, 2012). Thus, it remains unsurprising why interpretive positioning becomes incorrectly associated with problems linked to the context of the knowledge itself.

Authors such as (Dinur, 2011; Henriques, 2014; Huang, Ling, Yang, & Zhao, 2010; Littrell, 2013) explain that since knowledge is a subjective perspective of an individual's experience, any assimilated outcome or perspective must also be experiential and subjective. Whereby, alternative views assume an interpretive congruence as an explanatory position, and nothing more. This view in itself becomes understandable if you also consider interpretation of knowledge from the perspective of managerial expectation of the same innovation project within the organisation (J. Barnett, Vasileiou, Djemil, Brooks, & Young, 2011; L. Barnett & Carter, 2015; Storey & Barnett, 2000). A cumulative viewpoint therefore allows an individual's past experiences of the organisation to be related to 'meaningful' knowledge from the organisations point of view (Fascia et al. 2019). As such, experiences can contribute to the retaining of knowledge, and resources, which contribute to the current position of understanding and underpins aspects of competitiveness.

Relating this position to value in a Healthcare Management context (White & Cicmil, 2016, Jehn, De Wit, Barreto, & Rink, 2015) reflect on the different beliefs asymmetries to which practitioners, as human beings, hold in two very distinct ways. These are basic and non-basic. (Lambek & American Mathematical Society., 2009). Thus, in this reality, any revision of proposition would result from the relationship between the two axioms, however, could not be interpreted as a defining measurement of value, only a differential of perspective.

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Problematic framework

We could now argue that this is a natural event, since the practitioners view of knowledge is subjective and assumes any possibly relevant mental evaluative states, relative to the effectiveness of decision, innovation or outcome, are in effect, experiential (Kranjec, 2005). Therefore, examination of an overriding epistemic principle would be required as a baseline for successful critique or measurement. We can therefore establish, or at least infer, why plausible extensions and reciprocal elements of classical belief revision theory may indeed be useful when underpinning strategic outcomes, particularly within complex association of outcomes such as a pressurised environment. Further, it is easy to understand why this simplistic view could be appealing and offer a natural answer for creation, expectation and definition of planned outcomes.

Consequently, simplification of context or category of meaning, possibilities and necessities also becomes conceivable, wherein, plausibility tasks or probabilistic events can become graded measures based on the same reality model. However, this baseline would not relate to both business and personal frames of existence simultaneously, (Kelley & Nahser, 2014; Narasimhan, Bhaskar, & Prakhya, 2010; O'Donohue & Nelson, 2014; Thornhill, 2005), since exchanged knowledge from this perspective can derive only from experience.

Nevertheless, as a barrier to effective innovation strategy, this now becomes a dichotomous proposition, since knowledge does not exist as an independent entity, which can be measured, transferred and evaluated, such as information surrounding any material object might be. Thus, the positioning is unsustainable since this position suggests that an unknown subject or phenomena, within a normal sphere of reality, cannot be transferred as knowledge, since it does not yet exist as an independent entity. That is to say, it would be impossible to transfer knowledge as underpinning value on the basis that experiential reasoning, for example,

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surrounding the decisions or expectations of an innovation strategy, determines the validity of the knowledge content.

Structure for Interpretation

If we therefore assume the complex position of knowledge from a healthcare perspective previously discussed, is the universal norm within generalist business management theory (White & Cicmil, 2016), then one could legitimately ask, if the existence of knowledge that in itself depends on the interpretation of a foundational normality is true. Wherein, does the relationship of belief under this premise (Gardenfors, 1986; Narasimhan et al., 2010; Sokolowski, 1992) result from epistemic incongruence by assuming it is either connected or unconnected to the propositional outcome. If this were a collective equilibrium, covering every transfer scenario, then, all knowledge must derive from a consequence of foundational ethics (Depoe, 2007; Glynn, 2013; Klein, 2009), which themselves cannot be refuted by accepted moral norms.

This situation is perplexing to say the least and suggests that knowledge of the real world, particularly in a business context, is fallible and multifariously theory laden and allows several options when revising theory with a similar proposition. Whereby, a willingness to accept presuppositions which is independent of any evidence. That is to say, there is no natural mechanism, which can allow interpretation of variations within innovative knowledge based developments. Interpretation remains elusive because it would be difficult to underpin boundaries and elements of successful intuition based on predicts of classical belief revision theory, but, at the same time, intercede a multi-agent point of view as valid events within a reality framework from which to deliberate.

Positioning clearly escalates the role and significance of validity (Michael Fascia, 2015; M. Fascia & Brodie, 2017) within recognisable knowledge transfer arenas, since it allows for a

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foundation of significance to dominate any propositional inference related to an agreed outcome, thus definition of what would amount to a verifiable innovation.

Whereby, it this central locus, which becomes the key for knowledge interpretation, as it provides a valid frame of reference for both the initiator of the knowledge and the observer of the outcome. Importantly, an establishment of simplistic context or category of meaning now allow us to inaugurate boundaries of possibilities and necessities, both of which would otherwise have remained an undetectable or overly complex endeavour.

To assist with this complex interaction, key elements of emphasis around knowledge value can be drawn from a POPC (Philosophical, Organisation, Psychological, Cultural) lens of interpretation (Fascia, 2015), since this approach allows a multi view perspective to interweave between individual and group interpretations within a linear or relativistic frame of reference (Fascia, 2016). This approach allows us to consider that form and location of any knowledge, the indication of knowledge-sharing capability, the relationship between the source and the recipient and the broader environment in which the transfer occurs, are all contributing factors in assessing success (Fascia, 2015).

This view now gives the observer a similar frame of reference to the participating agents, whereby, any revision of a proposition within the reference framework allows interpretation from a predicate. Hence, the standpoint satisfies any necessary axioms, both by contradiction and revision, and at the same time, considers facets of congruence and consistency within the agent's interpretation of the transfer scenario.

Parallelism

From the previous discussion , we can see that the central locus of logical interpretation centres around foundational realism (Depoe, 2007; Glynn, 2013; Klein, 2009). As such, foundational realism as a dimensioning factor for successful knowledge transfer emerges as somewhat

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important, and perhaps critical for the identification or interpretation surrounding the use of knowledge within a particular environment such as Healthcare. Certainly if predicated by the wish to achieve and measure positive or valuable outcomes Although generalisability of this positioning could, on the surface at least, appear rather simplistic, and contemporary theory around these assumptions differs in many respects.

This is reiterated in recent work by Rotaru, Churilov, & Flitman, 2014 and Donate & Guadamillas, 2015, both sets of authors suggest that problems with knowledge transfer in a Healthcare Management Context remain prevalent, since in the main, knowledge is difficult to define, can be ambiguous, unspecific and a dynamic phenomenon. It remains difficult therefore, without the use of a logical structure, to deduce which assemblies of knowledge understanding support or interrupt emerging propositions, and which are simply a by-product from the interaction of the various actors involved in the transfer process (Rotaru, Churilov, & Flitman, 2014). Considering the previous text, it is perhaps understandable why many key authors focus on ways to comprehend and ultimately enhance this knowledge understanding in a business context, as it would appear to be a key factor in understanding useful attributes

However, in doing so, this view would ultimately seek to examine various propositions using a single point of view, principally from occidental foci, which in itself is derived from historical concepts of Objectivism (Green, 2012). Therefore, we may consider this myopic interpretive stance as something, which contributes to the incredulity surrounding knowledge and is part of a non-existing logical context when deriving a reality (Stalnaker, 1968; Spohn ,1988). Consequently, the interpretive praxis for a specific knowledge schema could be debated at length as it would appear that there is no single interpretation of something, which could be interpreted as normal knowledge, even within the realms of contemporary thinking around critical realism (Bull & Krister 1984; Rotaru et al., 2014).

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Ultimately, when considering or determining knowledge as a useful element within a healthcare organisation, it now seem logical to consider how a position of identifiable knowledge fits within an agent's interpretive overview of formalised knowledge and what is interpreted as useful in that context. That is, we need to consider the reality of how and why an observer of a knowledge transfer scenario would consider sets of closely related realities with differing frames of reference Boutilier (1995). This would result in a formal structure of the agent's belief and the ordering of epistemic propositions (Arlo-Costa & Parikh ,2005).

We can now accept, at least from a healthcare business perspective (or context), when conceiving knowledge as a faculty for distinguishing between truth and falsity of innovation success, any experiential decision would lack the cognitive status traditionally ascribed as reality, and therefore would be considered a priori false. Accordingly, from the standpoint of knowledge value, it is important therefore to consider the evidence of this knowledge when deciding if it is true or not when related to innovation. As such, does the knowledge itself need to be better understood before it can be successfully transferred or is it simply empirical cogency, which has been transferred and innovation is a by-product of the transfer. Clearly, from a business context, this involves philosophical support by paradigms and archetypes overarching business activity and relating to innovation success, but thereby giving knowledge 'value' by this premise alone and not as a justification of any other epistemic principle.

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Measurable Impost-Using a Doxastic structure

If we are now able to consider this duality of proposition as a single entity by using both the agent and observers reality, that is to say, to what extent can alignment be validated, in a way that supports corrective knowledge transfer axioms (Jiang, Colakoglu, Lepak, Blasi, & Kruse, 2015), then it becomes a very useful perspective indeed. As such, it this central locus, which

becomes the key for interpretation of a knowledge innovation singularity, as it provides a valid frame of reference for both the initiator of the knowledge and the observer of the outcome. This is because both positional inferences presuppose an assumption, in that, they both require interpretive associations from the actors to legitimise any validity regarding knowledge, and thus, inextricably link knowledge and knowledge transfer as the same cognitive process (Dinur, 2011; Jensen, 2010; Thornhill, 2005)

This then allows differing actions to align to differing options or operators of necessity, and not simply interpretations of fallible and defeasible evidence as experiential/nonexperiential. This is an important position to adopt, as we can now approach epistemological issues regarding the definition of knowledge and knowledge value from a pragmatic centre of innovation and relate this to a degree of success from whatever perspective suits the stakeholder(s). However, we first need to be able to adopt an axiomatic (Alberto Benítez, 2013; Diaconescu, Metcalfe, & Schnüriger, 2016; Leitgeb & Segerberg, 2007; Liau, 2005) starting point and epistemic principles from which to define knowledge from these multiple perspectives.

The benefit from this interpretation is clear, that is, if we endorse this axiomatic positioning, then we can endorse both hermeneutics (Charalambous & Kaite, 2013; Smebye, Kirkevold, & Engedal, 2012; Stolper, Molewijk, & Widdershoven, 2015) and foundationalism (Coliva, 2010; Laudo Castillo, 2011; Rosenberger, 2017) as a generality norm or singularity for contextual interpretation of knowledge. That is, interpretative positioning becomes dynamic, whereby, the represented states of external reality from the observer's perspective assume the agents position as not part of the observer's reality frame of reference of subsequent knowledge definition. Whereby, agent's dispositions do not align to the observer's beliefs or expectations of representative value and as a result, actions or change from the agents internal locus, cannot affect any part of any external reality. Thus, knowledge and value become the

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primary for a singular definition. In this case, we can draw from definitions by both Feenstra, 1988 and Ahmad & Daghfous, 2010, whereby, knowledge must consist, at least to a large extent, in a clarification of value which does not consist in definition alone, and therefore, must possess a systemic value for clarification using an agreed/ understood epistemic principle.

As such, knowledge from this multivariate perspective exists as a combined state, but our awareness of it remains unclear, as interpretation is singular in focus and suffers from borrowed interpretations covering many disciplines. In this sense, we can now understand why, although numerous in number, most theoretical interpretations belie the potentials inherent in focused research of combination effectiveness. Wherein, most attempts to categorise a temporal state for knowledge end up as a lateral presumption, which, by its very nature, attempts to coexist with cognitive interpretations of knowledge and thus are counter intuitive. Therefore, it is easy to see why interpretations inevitably vary, are very broad and where non-specific boundaries and parameters pillory most, if not all, indices of symptomatic validity.

To fully debate, this point would be extensive to say the least, however in the caveat of a healthcare in a business or innovation context, we can say that a philosophically identifiable position of knowledge is understood as phenomenon identifiable through interpretation. However, as a caveat, a phenomenon which may be experienced as a temporal dimension, linked to an agreed outcome, but has to be justified as a true belief before it can be termed valuable. Therefore, we can determine decision-making processes in this regards as a sequence or ‘set’ of logical consequence (conjunction and disjunction) of each categorical knowledge transfer constituent, linked to innovation.

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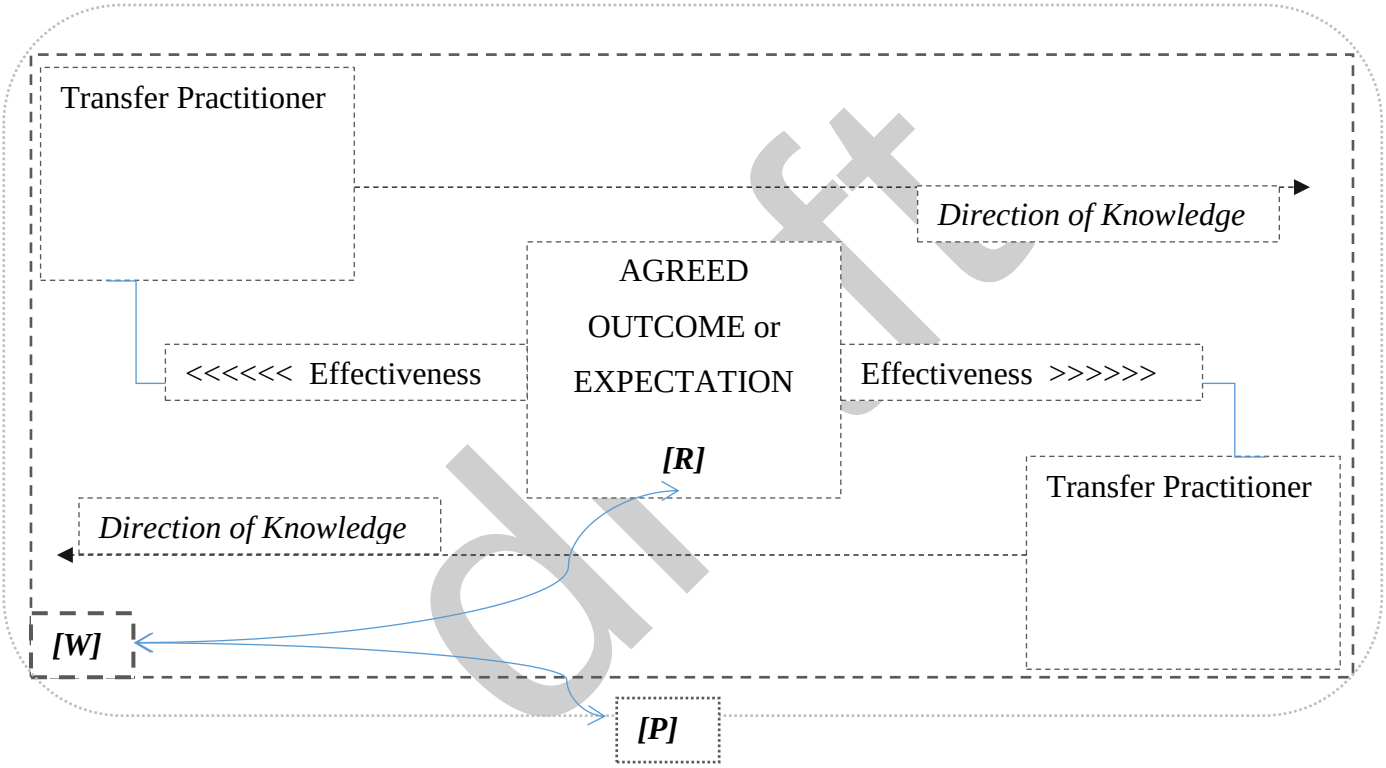
Thus, if we underpin conditional doxastic structure as fundamental to dynamic innovation based on knowledge transfer structure efficacy, we can deduce that non-beneficial decisions, related to an agreed outcome, or states of information in an investigation, become somewhat redundant within this reality frame. Whereby, epistemically distinguishable facets assume irrelevant features, wherein, ordinal tasks and plausibility evaluations remain evident, but contradicted to the original expected outcome.

FIGURE 2: EFFECTIVE DESCISION PROTOCOL



In this way, from any perspective point within the frame of reference ***[P],*** we can derive an assembled innovative set of effective decision protocols **(*W,R*)** which can be drawn from a conventional Kripke frame (Diaconescu et al., 2016; Fernández-Duque & Joosten, 2014; Perkov, 2014) or more commonly referred to as *(modal frame) (Jepson, Richards, & Knill).* As such, ***[W]*** is now a set and ***[R]*** is subset of the same Cartesian product (Hazelrigg, 2012; Kremer, 2016) but linked to ***[P].***

Now, we can easily relate this perspective to elements of innovation and effectiveness of knowledge transfer as a *dyadic relationship* discussed by *(Hazelrigg, 2012; Kremer, 2016) and also perspectives from* (Carnovale & Yeniyurt, 2015; Caro, 2008; Jehn et al., 2015; Jensen, 2010). This can be drawn together as an analytical lens within a knowledge based environment (Jensen, 2010; Lakpetch & Lorsuwannarat, 2012; Pietromonaco, Uchino, & Schetter, 2013). Therefore, assume the operation of expectation is concurrent with, and only with, the agent's reality frame of reference at a single point of the decision-making process. Wherein, any unrelated point reflective of any other point becomes non-conventional valuation and therefore has the possibility to reduce to classical truth.

As such, any new knowledge, related specifically to innovation via a cumulative decision-making process (FIGURE 2), and explicitly within an agent's reality frame, becomes an expansion of set ***[W]***. *Further*, has the potential to develop, but only as a composite understanding of all available knowledge from the agent's frame of reference (reality). In that, the axioms are valid and the rules for interpretation preserve validity of any value related to the know knowledge. Whereby, we can draw differentiated conclusion from either modal result, resulting in triangulation of individualised modality.

Whereby, we can now observe legitimate mechanisms, which establish a belief version of understanding, and show how this positioning translates to numerous abstract hypothesises for revision in a knowledge context in an innovation timeline.

From the perspective of a recognisable domain, this allows framing of reality for any agent and observer (Bennett, 2003; Bonanno, 2007a, 2007b; Cholvy & Hunter, 2003) in the context of either innovation or the knowledge needed to initiate the idea. Whereby, an innovation agent who believes it is possible to reason and represent aspects of beliefs regarding reality from the frame of reference of the observer. Consequently, we can now place propositions of

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innovation in this discussion within a relative frame of reference and link belief, knowledge and probability, to assume an elemental obligation (Dale & Stacey, 2016; Newlands, 2013; Waibel, Vo, Duchnowski, & Manke, 1996), whereby, decisions become valid based on the appropriate actions of an agent. That is to say, open conflict within an agent's frame of reference may be determined by forming intermediate and multi-state belief revisions of the same or similar premise (Marquis & Huston, 2011; Yankova & Köhler, 2015) thus, predicate any innovative resolution. Identification of this standpoint is fundamental and necessary so as not to coerce the discussion toward simplification of pluralistic innovation (Mosadeghrad, 2014; Prenestini, Lega, & Webb, 2013; Weil, 2003) or develop unnecessarily complex realms around modes of existence.

Effectiveness of the transfer mechanism related to innovation therefore, emerges as changing operations with standard frame correspondences. Interpretation, therefore, becomes a significant premise, since interpretation of this interaction from the agent's perspective could lead to a number of different validity subscriptions. Therefore, logical interpretation of the transfer scenario using a doxastic attitude allows us to recognise versions of experience as elements of knowledge in an agent's interpretation of reality. Appropriately however, predominantly in the region of cooperative problem solving and decision-making with a specific innovative feature or facet.

CONCLUSION

This discussion has focused on outlining and assessment of current and historical knowledge philosophy, theory and positioning, but at the same time, places it within the realms of a business context. In the discussion, we concentrated on a Doxastic attitude and epistemic principle surrounding the use of knowledge in a business context, wherein, we concluded that this combined faced becomes necessary when examining if knowledge is important.

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Through reconciliation of foundational and doxastic positions, we explained that we can now view knowledge and knowledge value as a singular construct. Importantly, however, this is characterised through a multitude definition but not as a singular epistemic principle. As such, our discussion explained that to assume any value or relevance to the sender or receiver, the acceptance of the tripartite theory of knowledge, Belief, Truth and Justification (epistemic principle) must also be inferred as a normative of value within the transfer mechanism. Adoption of this positioning in the decision making process allows justification to the premise surrounding the interaction of an epistemic knowledge principle and is now based on a knowledge transfer practitioner's point of view supported by a doxastic presumption. This new perspective can allow the identification of alternative viewpoints to knowledge and knowledge transfer mechanisms to exist simultaneously with innovation trajectories and an assumption of effectiveness can be easily deduced.

From the perspective of mainstream business management within the speciality of healthcare innovation, and specifically relating to underpinning business practices of success and competitive advantage, this flexibility of interpretation becomes a significant advantage to the business or organisation.

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Conceptual relevance of theoretical modelling

A starting point for discussion comes from Birkinshaw (2001, p 12) who states that knowledge management can be seen as a set of techniques and practices that facilitates the flow of knowledge into and within the firm and Buckley and Carter (1999) refine this further by declaring that knowledge management constraints are:

> *'the internal mechanisms for coordination, that is, for pooling the key information garnered by managers whose task it is to monitor external volatility and discover new opportunities'. (p 82)*

It is clear from this argument that support for knowledge management can come from various standpoints, business models in this context help stakeholders to understand the knowledge environment and represent a possible remedial solution for knowledge transfer problems. To investigate this view further is justified by this thesis, since it will justify the interaction between knowledge and knowledge value from the business point of view. Theoretical models and perceptive positions are helpful for detailing, comprehending and communicating both business and knowledge transfer complexity. Davenport et al. (2001) argue that justification for theory and modelling is not as easily defined as this, and that Knowledge management in this context is only the:

> *' capability to aggregate, analyse, and use data to make informed decisions that lead to action and generate real business value '(p 117)*

They continue that it does not have the capability to implement something as a working theory. For knowledge transfer effectiveness and efficiency to be a purposeful point for management resources, a selection of applicable resources must align a process of efficiency through their usability. This is defined by Stewart et al. (2000) who posit that:

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> *'The premise is that knowledge assets, like other corporate assets, have to be managed in order to ensure that enterprises derive value from their investment in knowledge assets'. (p 42)*

Additionally, each organisation will have its own interpretation of how it will make best use of the resources under a theoretical umbrella and will most likely be a unique sequence of selection to each business or organisation. Justification for focused resource in this way can be seen as use of a theoretical models to identify variables which may be adjusted. Moore (1998) supports this argument and explains that such models are necessary for paradigm shifts within a business environment as they are critical for tapping the opportunities in 'white spaces' which lie between existing markets and operations. Consequently, Landau and Stout (1979, p 150) support this by arguing that the notions of '*best practices'* and '*benchmarking*' relate to the modelling of organisational controls that are , '*built a priori, on the principle of closure'*. Similarly, Flamholtz et al. (1985) find that this phenomena is relative in seeking compliance to, and convergence of, the organisational decision-making processes and would seem to justify the emphasis on resource for this management direction. Chenhall (2009) underpins the previous argument by describing a set of parameters to justify the position surrounding theoretical modelling in the context of knowledge transfer.

Advantages of conceptual modelling

- *Helps articulate, clarify and analyse the studied situation and influences the development of new theories.*
- *Makes explicit the assumptions behind theories*
- *Provides a basis to defend theories*
- *Clarifies variables to be studied*
- *Refines construct meaning within the study domain*
- *Raises issues of measuring constructs*
- *Shows the way studied variables connect*
- *Simple linear, complex nonlinear, dynamic, chaotic.*

Source : Chenhall 2009 (pp 176-206)

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Limitations of conceptual modelling

- *Models may simplify reality and that reality is then fitted to the mode (e.g. equilibrium)*
- *Important or appropriate questions are not asked.*
- *Models solve problems but they may not be the problems we face.*
- *Original simplifying assumptions can be easily forgotten*
- *Encourages a level of precision when things are vague and not under stood.*
- *Encourages routine approach to non-routine problems*
- *Encourages a lack of responsiveness*

Source : Chenhall 2009 (pp 176-206)

Hamel (1994 pp 83-103) argues that, when considering a theoretical modelling posit as a starting point for conceptual strategy, it is the governance rules embedded in 'management practices' which assume the character of predictive modelling. Further, these posits are those which draw their legitimacy from the vested authority, not because they provide adequate solutions. As Landau (1973) points out, in practice challenges to these decision making theories tend to be perceived as challenges to the authority embedded in 'management practices' not a subscription to a theory or model as a process or practice guide. Bartlett and Ghoshal (1995) support this argument and agree that '*best practices'* in relation to management governance ensure conformity by warranting task definition, measurement and control but inhibit creativity and initiative. The core of this argument is clear, in that is supports the view that the modelling process would appear a useful strategy, however the implication for the usage and interaction seem complex. In this respect Barlett and Goshal (1995) comment that this complexity may even have a negative or undesired effect. What is apparent form the literature at this juncture is that the concept of an effective tool which can organise theories for best use relative to a systemic problem

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is desirable. Unfortunately whilst this concept is relatively easy to understand, the process is complex. To reduce this complexity, a strategic direction or informed view is needed to establish a resource friendly root to the desired outcome of a conceptual model.

In order to provide a contribution to fill the identified gaps in management practices and processes related to knowledge transfer, theoretical modelling offers a proposal which can demonstrate how process-orientation, which supports knowledge transfer, may be utilised. In this respect, Weiss (1979) identifies categories of context and purpose which can be used to dictate a framework for model inclusion and can be related to knowledge transfer in a business context:

Knowledge-generation models:	*(knowledge is used to define new things)*
Problem-solving models :	*(knowledge is used to solve problems)*
Interactive/Communication models:	*(based on exchanges between the parties involved*
Political model:	*(knowledge is used for justification and legitimization)*
Tactical model:	*(knowledge is used as a pretext)*
Enlightenment model:	*(knowledge is used as an input to build more knowledge)*

Source: Adapted from Weiss 1979 (pp 462-31)

From this originating concept, it is clear that a direct correlation from resource to processes to capabilities is in order as a supporting model. A core relationship is defined by Hamel and Prahalad (1996) which concerns the integrated application of other capabilities related to structured models in this context. Further, that theoretical support to relate the concept of "*process*" to that of "*capability*", suggests a hierarchy of several levels, namely "*process related*", "*combined*" and "*main*" capabilities, besides those related to the different process levels. Informed by this framework, and the necessity relative to knowledge transfer in a business context, several models feature prominently within the literature.

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From the perspective of knowledge transfer the concepts discussed in relation to these models may be considered fundamental to reciprocating theories, which use a combination or overlap of definitions to support them. The following table summarises this view and denotes the conceptual overview for the following sections.

Fig 3.3 Literature direction strategy.

CONCEPT	STRATEGY	CRITERIA	Literature Direction
Efficient process and practice	Systematic stages which providing the knowledge needed for a business or organization to achieve a desired goal through specific criteria. (Yang et al., 2010, pp. 273-289)	Generation	Nonaka & Takeuchi (1995) Boisot (2002). Probst et al. (2002) Tannembaum et al. (2000) Heisigs (2001)
		Communication	Shannon (1948) (Szulanski 1996) Inkpen and Dinur (1998) Harris and Moran (1996) Haworth and Savage 1989).
		Sharing/Learning	Huber (1991); Choo(1998) Argote et al. (1999); (Vandenbosch and Higgins 1996).
		Utilisation/ Management	Inkpen and Tsang, 2005; Kogut and Zander, 1992; Hofstead 1994 Brown and Duguid (1991) Teece (1981, 1982); Winter (1987)

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Knowledge generation

Influential work by Nonaka and Takeuchi (1995) elaborated a theory of organisational knowledge creation, which is referred to as the SECI model (Socialisation Externalism Combination Internalisation, Figure 3.4). In this model, Nonaka and Takeuchi explain that *'A spiral is created when the conversion of tacit and explicit knowledge results in higher epistemological and ontological levels.'*

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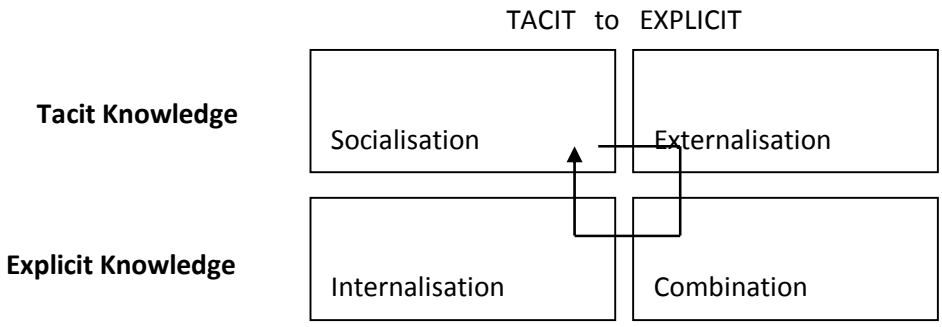
Figure 3.4. (Source: Nonaka & Takeuchi 1995, pp 57, 62, 71)



The basis of this theory is the distinction between tacit and explicit knowledge, which was in itself developed from original work by Michael Polanyi (1966). According to Nonaka and Takeuchi (1995) these two types of knowledge cannot be separated from each other, they are interchanged into each other through activities of human beings through interactions which are described as knowledge conversions. The result of the conversion process, is a knowledge expansion or growth between the individuals, both in terms of quality and quantity. Thus the mobilisation and conversion of tacit knowledge is regarded as the key to the creation of knowledge within any organisation. Nonaka and Takeuchi identify the four modes of conversion, which contribute to the knowledge creation process:

> *socialisation is a process of sharing experiences and thereby creating tacit knowledge such as shared mental models and technical skills.' (p 62)'*
>
> *'Externalisation is a process of articulating tacit knowledge into explicit concepts.' (p 64)*
>
> *'Combination is a process of systemising concepts into a knowledge system.' (p 67)*
>
> *'Internalization is a process of embodying explicit knowledge into tacit knowledge.' (p 69).*

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Although used to support countless research streams, criticism of this model could be that knowledge transfer in organisations is more complicated and elaborate than suggested by this simple description. This model also assumes an unproblematic merging of tacit and explicit knowledge, which may not always be the case. A less ostentatious version of Nonaka's model is shown in figure 3.5

Figure 3.5 : Hedlund and Nonaka Knowledge Management Model 1993(pp 101)

	Individual	***Group***	***Organisation***	***Domain***
Articulated knowledge	Knowing calculus	Quality Circles documented analysis of its performance	Organization chart	Suppliers patents and documented practices
Tacit knowledge	Cross-cultural Negotiation Skills	Team coordination in complex work	Corporate Culture	Customers attitudes to products and expectations

Source : Hedlund and Nonaka (1993)

This model assumes there are four different levels of 'carriers', or 'agents', of knowledge in organisations, namely the individual, the group, the organisation and the inter-organisational domain (customers, suppliers, competitors, etc.).

While the above model is more helpful by relating the carriers to the types of knowledge, it still remains challenging in a knowledge transfer structure as it assumes the carriers, like knowledge, can be un-problematically segregated.

A different argument is proposed by Boisot (2002). In this model, Boisot considers knowledge within an organisation as codified or un-codified, diffused or un-diffused.

Figure 3.6 : Boisot Knowledge Category Model 2002, (pp 65–77)

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Codified	Propriety Knowledge	Public Knowledge
Uncodified	Personal Knowledge	Common Sense
	Un-diffused	***Diffused***

Source: Boisot (2002, pp 65–77)

In this context, the term 'codified' refers to knowledge that can be readily prepared for transfer, such as financial data. The term 'un-codified' refers to knowledge which cannot be transferred, such as experience. The term 'diffused' refers to knowledge that is readily shared while 'un-diffused' refers to knowledge that is not readily shared. The top left area signifies Knowledge is categorised as both codified and un-diffused and is referred to as propriety knowledge. In this case, knowledge is prepared for transmission but is deliberately restricted to a selectively small population, on a 'need to know' basis. Bottom left signifies knowledge that is relatively un-codified and un-diffused is referred to as personal knowledge (insights, experiences). Top right signifies knowledge that is both codified and diffused and is referred to as public knowledge (journals, books, libraries). Bottom right signifies knowledge which is relatively diffused but also un-codified and is labelled common sense. Boisot, considers such knowledge as being built up slowly by a process of socialisation, harbouring customs and intuition and in this respect would seem a more efficient approach to the concept of knowledge generation.

Using a variation on the original theme from Nonaka and Boisot, Tannembaum et al. (2000) do not define the different stages of an organisational knowledge creation process. They assert that there are four major aspects of knowledge management that affect the

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creativity process which collectively determine its effectiveness. Suggesting a much more systematic view pertaining to the effectiveness of knowledge management practices. Knowledge *Sharing* from this view is the *extent* to which people share their knowledge. Knowledge *accessibility* is the extent to which people have access to the information they need to make decisions, solve problems and perform tasks. Knowledge *assimilation* is the extent to which people learn or assimilate the knowledge they need. Knowledge *application* is the extent to which people apply or use knowledge to effectively make decisions, solve and perform tasks. In a further development, supporting the same theoretical direction as Nonaka and Takeuchi's model , Probst et al. (2002) see the knowledge creation process as being routed within knowledge management. The (Probst et al. 2002) model called '*the building blocks of knowledge management'*, is somewhat more complicated, in that, it involves different components that form two cycles, one inner cycle and another outer cycle. At the same time, it is more comprehensive as an evolutionary base line for research themes. Thus, by definition, the inner cycle is composed by the building blocks of identification, and is the process where external knowledge for analysing and describing the knowledge environment is identified.

- ***Acquisition*** *refers to what forms of expertise that can be acquired through relationships with customers, suppliers, competitors and partners.*
- ***Development*** *is a building block which complements knowledge acquisition. This block focuses on learning but is also relevant to knowledge creation, in that, it is specifically focused on development of new skills, new products, better ideas and more efficient processes.*
- ***Knowledge development*** *affirms management efforts consciously focused on knowledge development derived from the creative and other processes.*
- ***Distribution*** *is the process of sharing and spreading knowledge which an organisation already has within it.*
- ***Utilisation*** *ensured that the internal knowledge is used for beneficial applications.*
- ***Preservation*** *is the selective retention of information, deemed useful and purposeful.*

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- ***Knowledge Goals*** *and* ***Knowledge Assessment****, both apply evolutionary direction to the initial knowledge creation processes.*

An additional model by Heisigs (2001) presents similarities with the components of the inner cycle of Probst model as the Heisig model is composed only of four processes among which a different process, called Create, is found. In this sense Create refers to the ability to learn and communicate which gives a creative significance to knowledge but, importantly, with underpinning requirements of communication and learning at its core.

From the outlook of these studies, the core requirements of successful concepts and theoretical modelling point to a goal of implementation which is defined holistically and within a single empirical endeavour. However, concentrated within the realm of knowledge creation in this way, definitives seem to be rather limited. Many authors align to the same direction, that is, knowledge creation only lies within the capability of certain employees who are able/instructed to create and disseminate knowledge towards achieving the main objectives of the business or organisation. This view seems, on the face of it, to be a little short sighted, as it ignores internal conceptualising of the participants in relation to knowledge interpretation and perspective. Nonetheless, this section supports the argument for management of conceptual understanding from which resources can be efficiently managed.

Communication

Perhaps one of the most important theoretical models relative to knowledge in a business context is the one developed by C. E. Shannon (1948). Simply put, this was a theoretical communication model which describes the process of sending and

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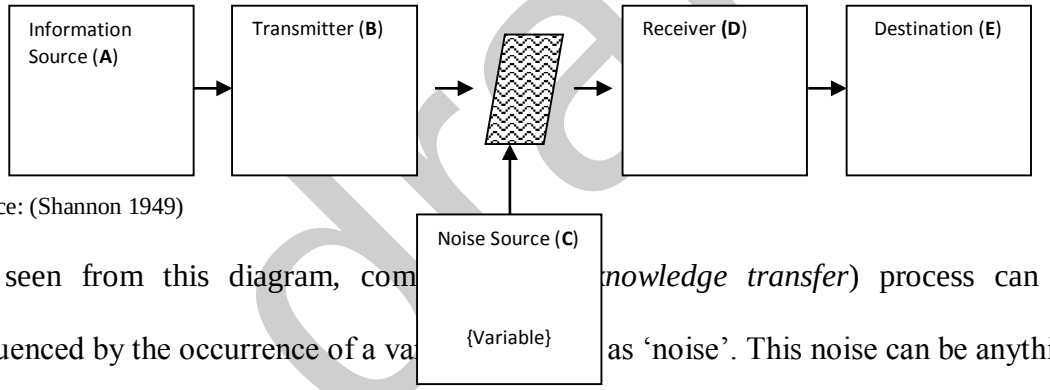
receiving a message. According to Shannon (1948) a communication system consists of five crucial parts that a sent message has to go through:

- *(**A**)The information source generates a message or at least a sequence of a message which will be communicated to the receiver.*
- *(**B**)The transmitter functions as a system that produces a transmittable signal.*
- *(**C**)The channel is responsible for transmitting the signal from the transmitter to the receiver.*
- *(**D**)The receiver turns back the transmission done by the transmitter. As a result the original message is reconstructed from the transmitted signal.*
- *(**E**)Destination: the destination is the person or group of persons for whom the message is designed.*

Figure 3.7: The communication model



Source: (Shannon 1949)

As seen from this diagram, com *nowledge transfer*) process can be influenced by the occurrence of a va as 'noise'. This noise can be anything that affects the transmission of the message (*knowledge*). The greater the differences between the information source and the destination, the more likely that the received message deviates from the original message (Rogers and Steinfatt 1999).

According to Chini (2004) noise can transform or even destroy a message, that is why the encoding and decoding phase (sending and receiving) are the two critical stages. In his article 'Exploring internal stickiness' (Szulanski 1996) was one of the first theorists who applied the concept of the communication model to the field of knowledge

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management, indicating that internal stickiness impedes the transfer of best practice within the firm. Both (Chini 2004) and (Inkpen and Dinur 1998) are informed by the Szulanski ideas of source related knowledge transfer practitioners and recipient related knowledge transfer practitioners.

Harris and Moran (1996) further contend that when establishing a partnership, knowledge transfer requires functional communication between both sender and receiver. However, they also note that communication differs on verbal or non-verbal levels, whether it is an intended/unintended message, an intended/unintended behaviour, or conscious/ subconscious behaviour.

To develop a mode of clarity regarding this position, Haworth and Savage (1989) devised the Channel-Ratio Model of Intercultural Communication in a development to Shannon and Weavers model, described earlier. This Channel-Ratio model also relates to Barlo (1960, in Haworth and Savage 1989). In this discussion, Barlo recognised that using a psychological perspective, interpersonal communication was complex, mutually interactive and often a subtle process between human beings (Haworth and Savage 1989). The following model (3.8) shows the senders coded message, or part of it, in a channel. Senders encode messages verbally or non-verbally using their choice of channels to receivers who decode them. Senders affect the communication process because, among other things, they have different communication skills, come from different cultures, and have different attitudes toward receivers. Receivers affect the communication process because they have prior information about or attitudes towards senders, different skills,

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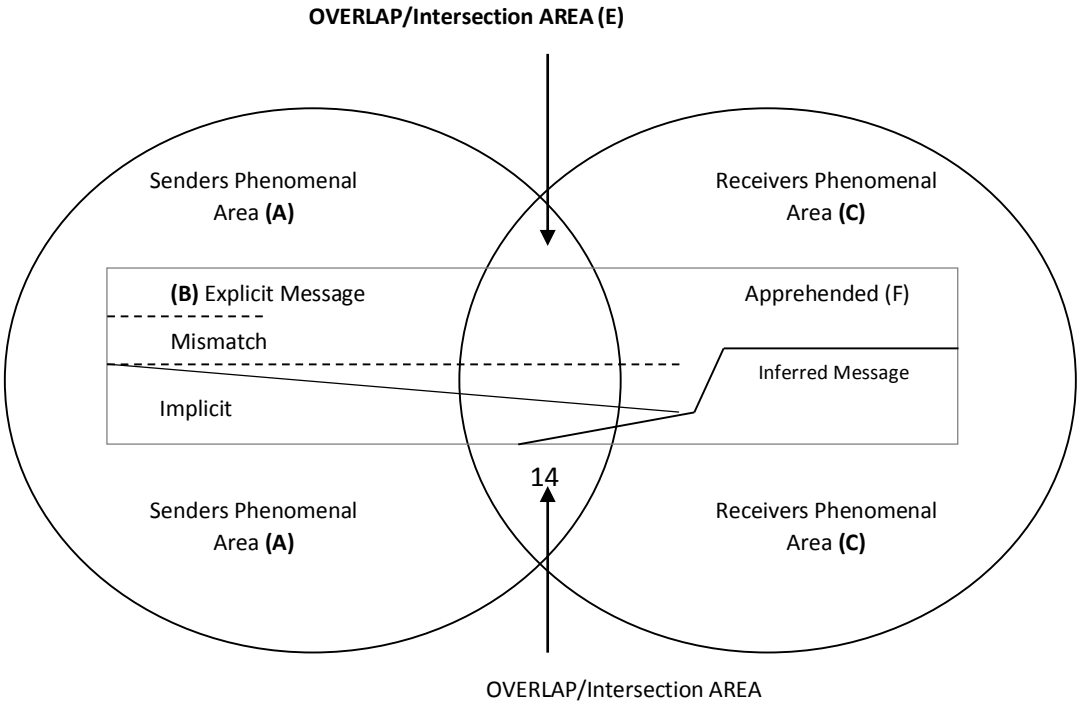
knowledge, social and cultural systems, communicative interpretation from both sender and receiver happen within this section.

In practical terms this means that any message and channels influence the communication process because senders choose how to encode and send the message (**A**) . The message in the channel contains an explicit and an implicit component which is shown by the division of the channel (**B**). On the receivers side, the channel is divided to show one part as implicit message inferred (**D**) and the other part as explicit message apprehended by the receiver (**F**). Finally the intersection area (**E**) shows an overlap between the phenomenal fields of the sender and receiver.

This overlap area (intersection area) shows the amount of knowledge common to both sender and receiver (Haworth and Savage 1989). The phenomenal field (**A/C**) is the on-going combination of conscious and unconscious influences on the individuals communication behaviour because it provides the broader context for inferring learning and meaning to the transfer scenario.

Figure 3.8: Cultural communication



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Source Hawthorn and Savage (1989)

The influence of learning is a major factor in this model and this position represents an argument to support how the message is received, interpreted, and assimilated by the receiver. When the message is apprehended (**F**) in this sense, it influences the receivers behaviour (**C**), an inferred message (**D**) will be more difficult to apprehend due to the invisible embedded information and assumptions (**E**) associated with it.

As such, from the previous discussions, literature agrees that communication becomes a critical point to comprehend manage and control, as from this view, the sender is both the medium and the type of communication. This agreement, exemplified by Hawthorn and Savage , identifies both communication and communicator from an individual perspective and both are used to justify personal interpretations. Therefore, without a strategic criteria for concept and management under the structure of theory and modelling, the interaction between the two modes of concept would become so complex that the desired outcome would ultimately be difficult to establish. Due to these reasons, communication from the context of a unified model, condenses business or organisational problems, as necessity accrues concerning time, facts and human resources. In other words, to avoid the problems of knowledge management in a functional structure, process-oriented concepts such as communication concepts discussed in this section, can be developed which are able to prioritise the management of the knowledge transfer processes.

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Knowledge Learning

As discussed, any transfer scenario will be inherently complex and difficult. This is shown to be because knowledge transfer is based on individual interpretation, cognition and behaviour. Huber (1991) links these processes to learning and explains that organisations and businesses can benefit from this vicarious learning. This view is echoed by Choo (1998) who also supports learning as an important composite of knowledge in a business environment:

> *'A learning organization ... is proficient at creating, acquiring, organizing, and sharing knowledge, and at applying this knowledge to develop its behavior, position, or objectives. [The essential goal of knowledge management is] ... to harness the organizations information resources and information capabilities to enable it to learn and adapt to its changing environment.'(pp 122-88)*

Similarly, Argote et al. (1999) express that learning can be:

> *'a powerful mechanism for improving an organisations productivity and increasing its survival prospects'.(p 17).*

Every human has a unique learning style and learning depends on the ability of the individual for the acquisition of information and for using it properly and in a timely way for effective decision-making (Vandenbosch and Higgins 1996). Vandenbosch and Higgins continue:

> *'The key to better decision-making lies in obtaining relevant, accurate and timely information and using the cognitive capacity of the individual, then translating information into knowledge and decision-making'.(pp 198-214)*

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Further, to achieve cohesion in a business context, a learning process must exist for the predominant knowledge transfer practitioners involved to acquire and benefit from this infrastructure. Learning from this view can be seen to assimilate, that is, from the interaction of stimulus and the cognitive capability of the learner, this assimilation then results in a change within the learners mental model (Vandenbosch and Higgins 1996). This view is similar to (Kolb 1984), in this respect, Kolbs argument is that learning is a process consisting of phases or assimilations, which form a cycle, as can be seen in the following diagram:

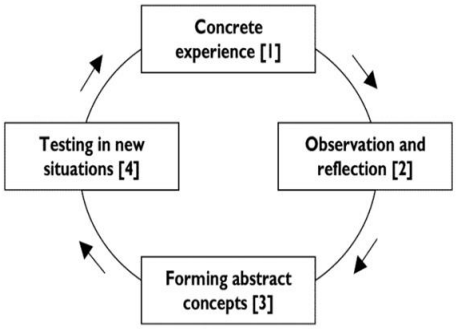

Figure 3.9 : learning circle. (Source Kolb 1984)

Kolbs' model is based on his 'Experiential Learning Theory' and emphasises experience as the source of learning and development (Kolb 1984, pp 21-22). This model outlines two linked approaches toward experiences related to learning, which are: *Concrete Experience* and *Abstract Conceptualization.* Additionally, there are two related approaches toward transforming experience in to learning concepts: *Reflective Observation* and *Active Experimentation.* According to Kolbs model, the ideal learning process engages all four of these modes in response to situational demands. In order for learning to be effective, all four of these approaches must be incorporated. In this respect, it is very similar to the assimilation approach argued by (Vandenbosch and Higgins 1996

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). Kolb continues that individuals attempt to use all four approaches, however, they tend to develop strengths in one experience grasping approach and one experience in a transforming approach. The resulting learning styles are combinations of the individuals preferred approaches and can been seen to concur with an assimilation. These assimilated learning styles are as follows:

- ***Convergers:*** *are characterized by abstract conceptualization and active experimentation. They are good at making practical applications of ideas and using deductive reasoning to solve problems.*
- ***Divergers:*** *tend toward concrete experience and reflective observation. They are imaginative and are good at coming up with ideas and seeing things from different perspectives.*
- ***Assimilators:*** *are characterized by abstract conceptualization and reflective observation. They are capable of creating theoretical models by means of inductive reasoning.*
- ***Accommodators:*** *use concrete experience and active experimentation. They are good at actively engaging with the world and actually doing things instead of merely reading about and studying them.*

Source: Adapted from Kolb and Fry (1975, pp 35-6)

However this theory is not without its critiques, as Smith (2001) defines exacting problems with this approach. Smith concludes that the model does not adequately address the process of reflection and similarly that the four learning styles related to one concept are extravagant. He continues, importantly for this research that this model does not sufficiently address the fact of different conditions and experiences. Further, the idea of stages/steps does not necessarily match reality, it has only weak empirical evidence and the relationship between learning processes and knowledge is more complex than Kolb describes it graphically in the model appearance. Jarvis (1995), additionally comments that learning is:

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> *'actually about learning from primary experience, that is learning through sense experiences'. He continues to argue against Kolbs' model, 'unfortunately it has tended to exclude the idea of secondary experience entirely'. (Jarvis 1995, p 75).*

Honey and Mumford model

As a direct comparative to Kolb , the Honey & Mumford Learning Styles Questionnaire is a self-development tool which is informed directly from Kolbs Learning Style inventory, by inviting practitioners to complete a checklist of work-related behaviours without directly asking people how they learn. Having completed the self-assessment, managers are encouraged to focus on strengthening under-utilised styles in order to become better equipped to learn from a wide range of everyday experiences. Two adaptations were made to Kolb's experiential model to integrate this in to this model. Firstly, the stages in the cycle were renamed to accord with managerial experiences of decision making/problem solving.

- *Having an experience*
- *Reviewing the experience*
- *Concluding from the experience*
- *Planning the next steps.*

Secondly, the styles were directly aligned to the stages in the cycle and named Activist, Reflector, Theorist and Pragmatist. These are assumed to be acquired preferences that are adaptable, either at will or through changed circumstances, rather than being fixed personality characteristics. Szulanski, (2000) adds to the debate by explaining that this co-operative learning theory, which emphasises the importance of cooperative work attitudes in maximising team members learning outcomes is important for businesses and organisations. Further, that co-operative communication and relations among individuals

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within these organisations enhance shared and common understanding, make individuals aware of the needs of others, and thereby facilitate sharing more useful and understandable knowledge. (Szulanski 2000, pp.9-27) An important implication which stems from this literature section is that whilst different opines and directions are adopted, what is clear, in relation to knowledge transfer practitioners, is that an absorptive capacity within the learning process is a crucial factor. In this case the recipient is bounded by his/her absorptive capacity to understand the shared knowledge content, context and perspective. The learning models discussed in this section support the view from the literature that this understanding is a controlled addition from experiential learning to managed learning.

This is a difficult concept to easily interpret, because what this argument points to is that a learning cycle should be approached as a continuous spiral. However, this view is contradicted, in as much as the literature suggests that learning processes often begin with a person carrying out a particular action and then reflecting on the effect of this action. The difficulty in this characterisation is that knowledge transfer may involve actions over a wide range of scenarios, and to gain experience beyond the particular instance of knowledge transfer would undermine a general principle of learning a particular knowledge transfer skill. However, what these models do infer is that understanding of a general principle does not imply any ability to express knowledge as symbolic medium, that is, the ability to transform it from explicit to tacit. Learning, in this context is clearly a useful model, but it implies only the ability to identify connections between cause and effects over a range of incremental circumstances and nothing more.

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Attributes of Knowledge a transfer scenario

ABSTRACT

The inference of causal ambiguity of the knowledge itself is of primary importance, since the inability to map relationships between a capability and a performance outcome is widely regarded as a commonality, thus, is a direct effect from successful or unsuccessful knowledge transfer. Contemporary literature identifies a perspective definition of what role these relationship concepts play in human cognitive understanding of knowledge and any underpinning relationship characteristics, only that they may exist to interfere with the transfer of knowledge at some obscure point. Most literature assumes this myopic biased view regarding actors interaction surrounding knowledge interpretation, as a consequence, performance differences between groups or businesses are often examined by simply using prescriptive asymmetries linked to knowledge transfer success, but without definition of success. With this view in mind, we will therefore examine various literature perspectives in which both business success and competitive advantage are linked to knowledge transfer.

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The position of knowledge in relation to business success remains significant. Knowledge transfer efficiency and effectiveness (Boh, Nguyen, & Xu, 2013; Brown, 2012; Bruniaux, Cichocka, & Frydrych, 2016; Dennerlein, Gutounig, Kaiser, Barreiros, & Rauter, 2015; Szecsenyi, 2014; Tan, Deng, & Yang, 2014) and the mechanisms of the transfer similarly so. The main reason for this is that throughout the extended route of knowledge, it is the transfer parameters which act as barriers to effective transfer. From a contemporary literature synthesis, it is clear that there is still a theoretical disjunction as to the exact role of knowledge within the transfer process, specifically when linked to business success and competitive advantage (Gebauer, Gustafsson, & Witell, 2011; Mohanbir Sawhney, 2006; O'Donnell, Gilmore, Carson, & Cummins, 2002; Michael E. Porter, 1985, 2004; M. E. Porter & Kramer, 2002; Powell, 2001). This is because a fundamental understanding of knowledge, within practical usage, does not automatically indicate full understanding surrounding the significance of the knowledge content, mode of transfer, barriers or value.

Therefore, knowledge and the practical transfer scenario related to business success form two distinctly different phenomena.

On the one hand, propositional clarification regarding any justified beliefs which may interact or depend on anything else, for example experience, for justification. Whereby, knowledge related to transfer success can be more likely if the sender and receiver are internal to the same experiential boundary or share a superordinate identity (Buthelezi & Mkhize, 2014; Kaczmarek, Kimino, & Pye, 2012; Kane, 2010). On the other hand, the inferential epistemic dependence or causal relationship, wherein, knowledge has no dependence on the source or recipient for anything.

As such, a dichotomous position entails. Wherein, knowledge transfer participants may attach value to invalidated external knowledge.

Understanding this position from a business or organisational success perspective is fundamental. Since without a substantive appreciation as to the significance or importance of the knowledge and knowledge experience from the transfer perspective, no inference of useful knowledge transfer could be observed, recorded or measured.

Parallels to this position can be drawn with an interactive approach to transfer success (Akhavan, Marzieh, & Mirjafari, 2015; Sheng, Shen-Yao, Thompson, & Yuh-Feng, 2013). Whereby, business knowledge, both structural and cultural, may be interpreted as sub systems of interactive knowledge systems, which themselves form regulated sub communities of practice and routines.

Knowledge transfer from this business success perspective therefore may be identifiable as a valuable metric of organisational effectiveness, based on the

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efficiency of the perceived transfer mechanism, process and routines.

Consequently, any business or organisation will have an objective in capturing this knowledge and turning it into an effectual tool to obtain competitive advantage.

KNOWLEDGE BASED THEORY

Since the knowledge-based theory of the firm is the basis of mainstream management literature perspective on knowledge transfer and its linkage to competitive advantage, it is worth clarifying the knowledge-based theory of the firm in some more detail. This is important because, before any knowledge transfer can take place, in the context of an organisational structure, a definitive structure must exist and exhibit boundaries and parameters in which the transfer will take place, be verified, and become useful to underpin success. Thus, an overview of associated management literature clarifies the following primary identifiers of precipitated framework underpinning.

Bhatt, (2001) conclude that organisational knowledge management is a necessary process of knowledge creation, validation, presentation, distribution and application. In aligning this view of enhancement and value to knowledge transfer management (Holm, 2001) suggests getting the right information to the right people at the right time, helping people create knowledge and sharing and acting on information, is a good measurement of efficient organisational knowledge management in practice. In addition (Horwitch and Armacost,, 2002) conclude that any knowledge management should ensure the creation, extraction, transformation and storage of the correct knowledge and information in order to design better policy, modify action and deliver results.

Thus , it is easy to conclude that is that there is a general acknowledgement in achieving competitive advantage by corrective management practices to ensure success. Following on from this, one of the most widely cited articles proposing the knowledge-based view of the firm is from (Nahapiet and Ghoshal, 1998).

In this, research, they define and identify intellectual capital to be the sum of all knowledge a firm utilises for competitive advantage and consists of the three main components: human capital, organisational capital, and social capital. (See Nahapiet and Ghoshal, 1998; Seetharaman et al., 2004; Subramaniam and Youndt, 2005). From this perspective, the combined view of the literature is to parallel the relationship between social and intellectual capital underpinned by a collective view of standardised success. Thus, there are distinct assumptions within the theory, in that, large firms can and do provide resources for social action by providing institutional and subsequent dense networks of social capital, and thus facilitate the development and creation of intellectual capital all linked to knowledge transfer and competitive advantage.

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Work by (Hargadon and Fanelli, 2002) define this in greater detail, but go on to explain that whilst knowledge is, in itself critical for commercial success, at the same time it is difficult to define and measure, critically at the organisational level. From these observations, many authors and theorists can therefore conclude that a firm's primary resource function is to link this knowledge into a useful and purposeful tool to assist with competitive advantage. (Kogut and Zander 1992; Nonaka 1994; Grant and Baden-Fuller 1995; Zander and Kogut 1995; Conner and Prahalad 1996; Grant 1996a; Kogut and Zander 1996; Spender 1996; Kusunoki et al. 1998; Nahapiet and Ghoshal 1998).To elaborate along this line of reasoning, the following sections will analyse existing literature by scrutinising disparate knowledge outcomes within a theoretical framework whose point of departure is an underpinning of businesses success and competitive advantage.

COMPETITIVE ADVANTAGE

To elaborate the fundamental importance of knowledge from the previously discussed perspective, Porter's competitive advantage model (Porter, 1985) explains that this very competitive approach is about taking offensive or defensive action to create, as a business, a defendable position in order to cope with competitive forces. This perhaps suggests or even assumes that above average knowledge transfer or management performance of an organisation will offer deliverable and sustained competitive advantage to achieve and maintain success. Clearly, these goals and objectives would be useful to any type of business or organisation as it presents a very practical and focused in achieving business success and competitive advantage.

Linking this focused view to knowledge transfer, Alavi and Leidner, (2001) inform that the 'transfer' process of this organisational knowledge involves the full comprehension of both micro and macro level forces and that this combined comprehention will influence knowledge transfer performance. (Nonaka and Takeuchi, 1995) expand on this and state that, '*through this process, people can synchronise their physical and mental rhythms and share their experiences*', (Nonaka and Takeuchi,1995. ;p127). Elaborating on this further, knowledge transfer, as described by (Argote and Ingram, 2000), is evolutionary inside any business or organisation as it applies cause and effect parameters such as : laws, regulations, norms and values. To identify a focus on the importance of knowledge at micro and macro level, (Alavi and Leidner, 2001) state that the 'knowledge residing within a business clearly involves both people and context'.

However, importantly continue with,' its comprehension depends on people who interpret, organise, plan, develop, execute and use tools to facilitate the phenomena'. Thus, creation of knowledge and importantly the evolution of any transfer tools both need to be understood from the perspective of all the participating actors and stakeholders. Krogh ,et.al.,

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(2000) conclude that for knowledge transfer to be effective, people need to be persuaded of its usefulness and therefore human cohesion is imperative at all levels of management. Historical analysis by (March and Simon, 1958) acknowledge this position but advise that these heterarchical contextual rules governing knowledge, should all be within the agreed limits of human rationality, and (Brown, 1992) similarly advises that, any multi-faceted resources ultimately must be within existing social context.

Thus, to effectively manage this important knowledge and the complexity of the resources needed to exchange it, a series of theoretical models can be identified which not only affix significance to inherent management practices but are also additional 'structural' features that augment complexity. Understanably, mechanisms, techniques and strategies are all needed to officiate the multi-faceted nature of knowledge and knowledge transfer and support the subsequent paradigms and complexities needed to orchestrate its usefulness. As such, when identifying knowledge which is linked to competitive advantage , the literature commonly refers to the number of interdependent supporting technologies, routines, individuals, and resources associated to a particular knowledge culture.

KNOWLEDGE TRANSFER CULTURE

Business structure and culture linked to knowledge transfer are discussed and identified in a comprehensive study by (Fahey and Prusak, 1998), which indicated the importance of actor interaction and also introduced the concept of parameter hierarchy as a possible solution to known knowledge transfer problems. Elaborating on this, (Schein, 1985) discusses implicit assumptions, which can be held by members of a group, and will determine group behaviour in response, both to its environment and importantly to associated knowledge transfer problems.

In addition to this point of view, (Taifel and turner 1979) discuss the group perspective and assign its relativeness to the individual by elaborating and discussing social identity and knowledge as a single resource factor. They continue by stating that individuals gain this social identity from the knowledge groups from which they belong, which does validate the previous discussion on competitive advantage evolution.

This group interaction is also identified as a significant factor relating to knowledge importance for the individual by (Webber 2001), who states that cultural experiences are essential for people to gain information or knowledge. This view is concurred by (Trompenaars and Hampden-Turner 1997), and (House et al. 2004) who conclude that within the knowledge transfer scenario, the understanding of social identity and cultural significances in relation to a perceived problem or problematic area is an important factor on the success rate of the transfer.

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In discussing business culture related knowledge transfer in more detail, (Goh, 2002) advises, for culture to contribute to knowledge transfer success, any culture must have a strong set of core values and norms that will encourage the active participation of any group member and thus reciprocate knowledge transfer within the group. It is easy to understand from this view that at its core, culture, in this case business culture, consists of a set of values and beliefs that are embedded tacit preferences about what the group understand as the value of their knowledge interaction.

Understandably, identification of this group- culture interaction is beneficial to business success and competitive advantage, as (Winter, 1987) points out, the more culturally and socially complex the knowledge, the more difficult it is for competitors to imitate. Clearly a very advantageous position for any business.

However (Cummings and Teng, 2003) note that significant disagreement or mistakes between the group or cultural actors involved with the knowledge transfer process, indicate that new knowledge, if viewed as problematic, will not be accepted or internalised in a useful manner. Additionally, (Castro and Neira, 2005) indicate that within associated groups, with a business culture of regularly sending and receiving knowledge within an organisational surrounding, these actors actually favour the transfer of tacit and embedded knowledge, contradicting the popular view that tacit knowledge is 'problematic' and difficult to transfer.

Previous research by (Basu, 1998) explains that there is much debate in current literature about the problems related to knowledge transfer within businesses who adopt a cultural view, in terms of whether their underpinning cultural motives are economic, (to overcome disadvantage and/or improve their financial prospects), social (to improve their social status) or related to historical factors. Additionally, from the perspective of group culture commonality, (Light, 2003), asserts that many business leaders and managers acknowledge the use of cultural backgrounds in determining a problematic area for investigation and problem solving. Light continues that there is a need for leaders to understand the ways in which cultural belief systems influence business decision-making paradigms and approaches, but concludes that, as yet this process is not fully understood.

In contrast to this, (Boyer, 2001; Atran, 2002; Atran and Norenzayan, 2004) argue that culture is no more than a by-product of other cognitive structures, which are themselves experiential adaptations. Additionally, (Whitehouse, 2004; Kirkpatrick, 2005) argue that cultural beliefs may be related to religious beliefs and simply evolved as part of the human mental architecture because they were adaptive in one or more ways.

Therefore, understanding of these cultural interactions related to business success are substantial and are important considerations for

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sustained competitive advantage. Szulanski, (1996) advises, in a very simple way, that close relationships and good reputations increase the potential for successful knowledge transfer. This somewhat generic view by Szulanski is underlined in more relevant detail by (Moore and Habel 1982) who identify that in relation to knowledge, different kinds of experiences and practices are generally accepted as though they are universal and applicable to all societies and cultures but will ultimately need a robust vehicle or conduit to assert their effectiveness. This vehicle or mechanism is discussed and expanded on in the next section.

MECHANISMS OF KNOWLEDGE TRANSFER

A large proportion of knowledge management literature indicates that the transfer of knowledge linked to business success or competitive advantage commonly involves either a mechanical, commonly IT-based mechanism (Inkpen and Dinur, 1998), or a personal mechanism (Nonaka and Takeuchi, 1995). Hansen et al. (1999) specifically identify these two categories of transfer mechanisms as codification and personalisation. Codification, in this context, involves the dissemination of some kind of written or drawn documents as a means to transfer knowledge.

Thus, codification is defined as the recording of knowledge using words and texts, and transferring the knowledge through the use of written or electronic documents. The main advantages of codification include easy access (Inkpen and Dinur, 1998), wide dissemination, low costs, and good preservation of knowledge. A working manual is a good example of codified knowledge.

The personalisation mechanism in this context involves person-to-person interaction, in the form of personal advice or personal training. It can be defined as the transfer of knowledge through person-to-person interaction, allowing the chance to explain and demonstrate the knowledge directly to the recipient. The main advantages of this personalisation mechanism are its ability to articulate non-codifiable knowledge and enhance in-depth understanding (Hansen et al., 1999; Nonaka and Takeuchi, 1995).

Hislop, (2003) further defines mechanisms of knowledge integration and transfer as Intensive team-based interaction; education and the dissemination and operation of formal documentation. Further, (Roy et al. 1995) describe successful knowledge transfer mechanisms as a process with multiple interactions beginning with knowledge creation and ending with exploitation. At this juncture however, it is important to mention Nahapiet and Ghoshal (1998) who note that any mechanism of knowledge transfer within a business setting is affected by, (a) the opportunity for knowledge transfer and exchange, (b) the expectation that it will be worthwhile to do so for both parties and (c) both parties are in fact motivated to pursue knowledge transfer.

These points from Nahapiet and Ghoshal are important since the focus

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is on interpretation of not only knowledge, but, what effect the transfer of knowledge may have. Expanding this position (Revilla et al. 2005) comment that the manner in which knowledge is 'packaged and dispatched', has the potential to either enhance or to inhibit the receiver, to act appropriately or to assist in decision making.

CONCLUSION

The transfer mechanism therefore has the potential to be determined by the interpretation of the knowledge being transferred and can be directly related to analogical transfer and knowledge compilation theory. This is because both analogical transfer and knowledge compilation theory relate to how people organise the understanding of knowledge and produce intelligent behaviour related to the understanding process.

What is very clear form these studies and analysis is that there is a fundamental requirement for understanding the mechanics involved to get 'knowledge' moved to the place where it can be most useful.

To do this however, an underpinning framework must first be understood and introduced to support the flow of knowledge in the most advantageous direction for the business, organisation and actors involved. This problematic dilemma remains the main reason why the number of competing strategies for success remain prominent in this area.

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Self-Management Group Evaluation

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Abstract:

In this short paper, we will look at a composite evaluation of a self help group , run by a charity in Perth (Scotland). We will consider the data elements gathered, and discuss the usability of the the composite data as an output for evaluation in a health care context. The paper examines the effectiveness of aggregate data explores the criteria adopted by the Association. the aim was to ensure that output from the analysis would be understood by a wide audience.The paradigm for approach was that the analysis incorporated cost-effective benefits to the local pain services, health benefits to patients, potential reduction in service usage and an increase in patient engagement. Output from this short study indicated that focused, managed and monitored resource can assist in the understanding and management of chronic conditions by identifying unwanted changes in health outlooks from chronic condition sufferers.

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INTRODUCTION

This paper considers the network of staff led Community Based Self-Management (Sav et al., 2015) groups throughout Scotland and Northumbria, delivered by a Scottish based charity "Pain Association Scotland". These groups aim to enable chronic pain sufferers to make changes to their everyday lives in a positive and importantly practical way. Ultimately, this will lead to improved levels of coping, well-being, and quality of life, for not only the sufferers, but also their carers, family and colleagues. This evaluative study looked at ways of increasing confidence in the effectiveness of aggregated data, categorised by (Yeadon-Lee, 2013), in an effort to publish findings in a meaningful and systematic way. We realised that the problem of integrating outcomes from different studies may actually have the effect of impeded conclusions, since there would be a reflection on the types and methods of treatments and delivery. Therefore, a way of facilitating conclusions based on real time data would seem to be appropriate. Thus, this study looked to include idiosyncratic characteristics in samples, in a similar fashion to those discussed by (Helverschou et al., 2015) , and extended this rhetoric to include methodological design, and outcome criteria. In this way, the approach tactic to the data collection and analysis understood the pressures created within local Chronic Pain Services and the increasing demand coupled with reduced resources. The paradigm for our approach therefore, is that the local monthly self-management groups discussed within in this analysis consequently looked to provide a cost-effective benefit to the local pain services, health benefits to patients, potential reduction in service usage and an increase in patient engagement.

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LITERATURE

The scope used to define a literal construct to work within was difficult to establish. Literature on chronic pain is broad based in nature. For example (Landry et al., 2015) discuss adult chronic pain in the context of interpreting effect of medication, whereas (Matteliano & Chang, 2015) discuss a similar contextual asymmetry , but in the context of opioid dependency. Thus, precise definition becomes problematic when attempting to determine summarising chronic pain structures to adopts as boundaries and parameters which support an informed baseline. Nonetheless, the survey approach was underpinned by a number of elementary texts, overarched by definitive theoretical position. Basic underpinning for structure is drawn from (Ahmedzai, 1995) who succeeded in developing prescribed areas for analysis. Ahmedzia informs us that contemporary rationale of pain control is based on the Cartesian idea that pain originates from external or internal noxious stimuli, which are transmitted to and interpreted in the brain. Consequently, blocking of the stimuli and modification of cerebral awareness have been the prime targets of analgesic interventions. Currently, apart from simple tools such as visual analogue scales and Likert-type verbal scales (Evans, Whitham, Trotter, & Filtz, 2011). As such, more sophisticated measures such as multidimensional pain inventories (Parenteau et al., 2011), have also been used when it is necessary to characterise pain more specifically. Drawing from this perspective, it would be easy to dismiss any kind of formalised study analytics as simply an antecedent to a clinical trial, however, it is important to realise the underpinning relevance of such structured analysis such as this one, since it is this, and others, which underpins any formal baseline or starting point for empirical analysis.

DATA COLLECTION and ANALYSIS

Drawing from a perceptive approach discussed previously, and utilising informed views by such authors as (Aikin, 2006), participating service users within the associations' cohort were asked to participate in an anonymous survey to help evaluate the effectiveness of monthly self-management group meetings. The structure of the survey included questions about their experience and interaction with training officers as well as the relevance of the various sub topics, differences or improvements in coping strategies were recorded as data elements.

Focus for the overarching survey:

I. *the relationship between stress and health (bio-psycho-social)*
II. *understanding chronic conditions*
III. *relaxation*
IV. *breathing and distraction techniques*
V. *combined breathing and gentle stress reducing movement*
VI. *communication and understanding pacing and goal setting*
VII. *dealing with unhelpful thoughts and feelings*

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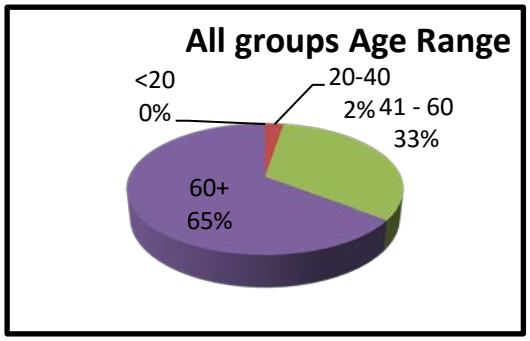
SAMPLE GROUP

The sample group consisted of 116 participants. The age range is shown in table 1:

TABLE 1: Age Range



- *Age Range*

Results indicate the importance of self-management to support patients back into employment; keep those who are in work at work and also to be able to have the benefit of an improved quality of life in the long-term

- Criteria

Participation criteria was that they were attending a support group run by the association.

PATIENT CHARACTERISTICS

For a data collection and analysis to be effective, several constituents of the survey are required. The focus needs to be aware of the phenomena, which is most likely to have a positive effect on the participants, and the participants themselves must adhere to the delivery regime. Relevant associated treatments which patients are receiving or intending to receive via localised healthcare centres must also be considered. This is because they may be a factor which indicates the effectiveness of the delivery of and self-management courses. Wherein, the presence of and distressing side effects from current healthcare treatment.

SURVEY STRUCTURE

A 14-point survey structure which loosely adhered to the format of (Vikkelsø, 2010), was adopted to ensure clarity and transparency. Items on the survey were worded as positive statements or direct questions, and included the following topics:

I. *Overall communication response time*
II. *The customer service representative's level of knowledge*
III. *Professional characteristics of the customer service representative*
IV. *Whether the problem had been resolved*
V. *How long they have lived with the pain*
VI. *Who they were referred by*
VII. *If they were willing to attend the local self-management group and if they actually attended*
VIII. *If they found the information pack useful*
IX. *If the meetings were what they expected and if the dates/times were convenient*
X. *The relevance of the various topics to them*
XI. *If their overall coping had improved*
XII. *If they had experienced few flare-ups*

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XIII. *If they had fewer visits to their GP regarding their pain levels*

XIV. *If the topics discussed had changed their view on how they use their pain medication*

The survey administrator checked returned surveys for missing information and responses that would cause data input errors. After scanning, the responses were imported into Microsoft® Excel and errors were checked against the individual forms. Data analysis was completed using Excel.

ANALYSIS

TABLE 2: Survey Questions Response Scale

Survey Question	Response Scale and Count									
	1	2	3	4	5	6	7	8	9	10
Relevance of the group to my situation	1	0	1	3	3	4	7	17	27	53
Experience of being in a group	1	1	0	2	4	1	10	25	27	45
How well the Training officer explained the topic	1	0	0	0	0	2	2	9	19	83
Relevance of pacing	1	1	0	2	4	4	8	16	28	50
Relevance of Stress Management	0	0	0	3	6	6	9	18	23	47
Relevance of dealing with difficult thoughts/feelings	0	3	1	5	2	4	16	22	18	44
Relevance of relaxation	1	2	2	2	3	4	9	21	22	50
Benefit of meeting others	1	1	0	2	2	0	6	14	21	67

TABLE 3a,3b: Improvement Perspective

Tables 3a & 3b indicate that the overall benefit to patient's health and well-being in terms of improved coping, fewer GP visits and fewer flare-ups cannot be underestimated.

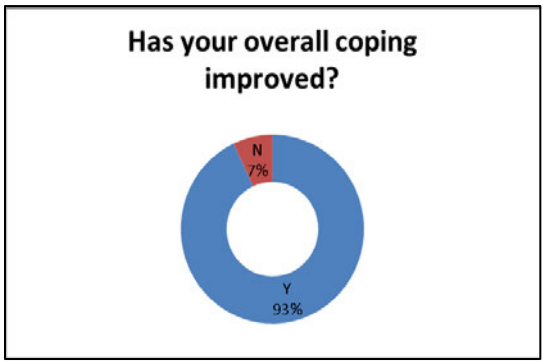

Table 3a indicates that 93% of service users experienced an increase in their overall coping of chronic, painful condition.

Table 3b indicates that 61% of participants reported seeing a reduction in flare-ups. This appraisal demonstrates the effectiveness of the topics and how they are delivered in their group.

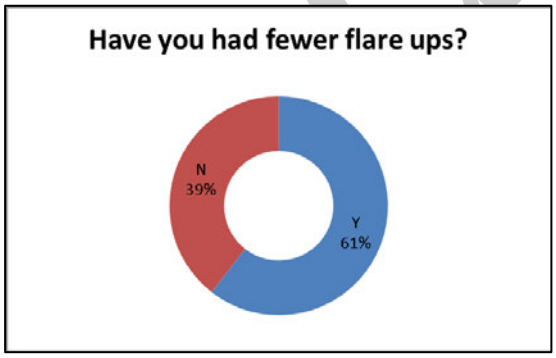

TABLE 4: Referral Process

44% of respondents had been referred by a Chronic Pain clinician from Secondary Care. There is much focus around the importance of enabling patients to have access to self-management at a much earlier stage in their journey, from within Primary Care. It is envisaged that with all the work around the Integration of Health and Social Care, that going forward, the 21% of patients referred by GP's will be improved upon as patients are empowered and directed to supported self-management at a much earlier stage in their pathway of care.

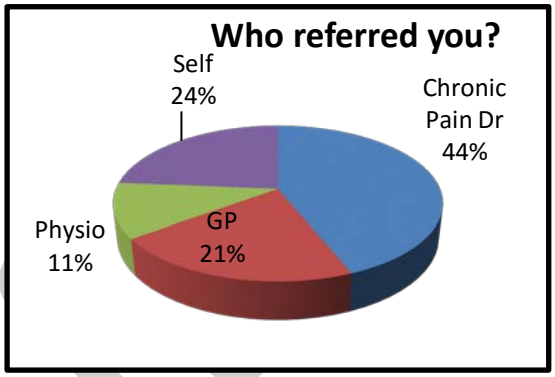

TABLE 5: Pain Levels

The majority (58%) of service users have been living with their pain for over 10 years; recognizing that chronic pain is a long-term condition which has a significant impact on a persons' quality of life and also recognizing the fact that people also need to consider the economic impact of managing this long-term condition particularly if they are in employment or even unable to work because of their chronic pain.

CONCLUSION

From this small survey, we can conclude that sufferers of Chronic Pain have reported being poorly supported in the past, and many sufferers report that their pain is either not believed by relevant professions or indeed that that there is a certain apathy to the condition in general. This discussion has shown that through a network of staff led community based self-management groups and training programmes, service provision can be developed to help with this situation. Structured resource utilised in this way can begin to empower chronic pain sufferers, their carers, family and colleagues. Furthermore, developing self-management programmes as a logical resource, indicates that it is possible to make positive practical changes leading to improved levels of coping, well-being and quality of life, without impacting on the already under resourced NHS services. Clearly, focused, managed and monitored resource can help sufferers understand and manage their chronic pain condition and unwanted change in health outlook by seeking positive adaptive and coping mechanisms, which can ultimately lead to a better quality of life.

Summary

- *An answer to recommendations made by Health Improvement Scotland*
- *Enables Health Board to implement part of the Scottish Service Model*
- *Improved access to Self-Management for people with Chronic Pain*
- *Bio-Psycho-Social model*
- *Person centred approach*
- *Referrals from Primary & Secondary Care*
- *Recognised tools used for evaluation*
- *Improvements in coping reduced flare-ups and reduced visits to GP's regarding Chronic Pain Levels.*

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View publication stats

Title: The role of religious experience in the knowledge transfer process.

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ABSTRACT

The importance given to knowledge in relation to business success has never been so great as it is today and there is a substantive amount of important and informed studies reflecting this. Nonetheless, informed approaches by prominent authors generally focus on knowledge transfer mechanisms and the efficiency of these mechanisms to support and deliver competitive advantage (Nonaka, 1994; Grant, 1996; Argote and Ingram, 2000; Alavi and Leidner, 2001). An overarching objective of understanding efficient knowledge transfer is therefore a central caveat for businesses wishing to achieve success and maintain competitive advantage since it is clear that any significant degradation of efficiency will directly affect this objective. Many studies do recognised the creation of knowledge as a significant factor in determining how effectively a business develops, and knowledge creation, theorised by (Nonaka and Takeuchi, 1995), is used as a baseline for numerous historic and current studies. To date however, there have been few studies which denote the affect of socio-cultural or religious phenomena within a transfer scenario as significant, and how this interaction may affect the outcome of the knowledge shared or exchanged in a business context. This paper therefore examines how, in a business context, knowledge transfer is influenced by perspectives given to the knowledge. This rational is deliberate since the transfer of knowledge is rarely a simple unproblematic event, (Argote et al., 2000). In this regards, we look at a significant amount of literature and research which has been constructed in a bid to understand both the problematic nature surrounding the mechanics of the transfer sequence and definition of the term 'knowledge' to support the establishment of meaningful baselines. The paper then summarises these theoretical baselines into segmented contexts with deliberate intention.

Purpose: Theoretical perspective

Keywords: Knowledge, Knowledge transfer, success, competitive advantage

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INTRODUCTION.

The ability to transfer knowledge from one organisation to another has been concluded from many notable studies (Galbraith, 1990; Darr, Argote, and Epple, 1995; Epple, Argote, and Murphy, 1996; Baum and Ingram, 1998; Dougherty, 1999; Argote, Ingram, Levine and Moreland, 2000), most of which agree on the benefits of knowledge transfer; however, the reported effectiveness of knowledge transferred fluctuates considerably between organisations and definitions (Szulanski, 1996; Argote, 1999). What is constantly maintained in the literature is the theme of difficulty of the transfer mechanism (Argote, 1999; Szulanski, 2000). Szulanski states there are several reasons for the transfer mechanism to fail, notably that "the transfer may fail for reasons ranging from the quality of the relationship between donor and recipient groups to the characteristics of the knowledge to be transferred" (Szulanski, 2000). From current literature, one can see why the study of knowledge transfer is focused on the process of transferring information from one individual to another and the effectiveness and efficiency, or non-efficiency of the transfer mechanism. This gap between transferors and transferee's of knowledge is explained by the divergent ways in which the two groups understand the knowledge, principally ignoring the possibility that their basic and central belief system is different and therefore their interpretation of the knowledge structure will be different at the onset. It is clear why knowledge transfer theory is based in psychology and should therefore substantiate the difficulties surrounding knowledge transfer study (Argote, Ingram, Levine and Moreland, 2000). Argyris (1996) further defines the difficulties related to the usage of conventional empirical research in the development of actionable knowledge. Understanding of knowledge criteria – that is, central to what is understood to be knowledge, from the perspective of the sender of the knowledge and the receiver of the knowledge - has not been defined by any precise description and subsequent literature relies on broad base statements such as 'knowledge transfer' and 'knowledge exchange'. Clarification is therefore required in defining what knowledge is, from both an organisation and socio-cultural group context. This view can be assimilated or segmented into contextual divisions of congruent reality.

PHILOSOPHY:

KNOWLEDGE OF KNOWLEDGE.

Knowledge transfer, in an organisational context, is defined by Argote and Ingram (2000) as a process by which one unit of an organization, such as a group or department, is affected by the experience of another. Borrowing from Gilchrist's (1995) description of community development, knowledge transfer can be said to involve "human horticulture rather than social engineering". Whilst these descriptions are sufficient in an organizational context, they are limited in the explanation of what the Knowledge consists of before the transfer takes place and what significance the constituent parts, including experience, may have on the transfer or exchange process. The development of philosophical thought from Kant (1724-1804) to G. W. F. Hegel (1770-1831) serves as a backdrop to these definitions. In his theory of knowledge, Kant divided reality into two types: phenomena and

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noumena. We experience phenomena only by the senses in the things we see, hear, taste, touch, etc. The noumena, or the reality behind appearances, the thing-in-itself, can never be known by the senses, and hence cannot be known at all. Noumena may refer to God or the existence of the soul. The significance of duality in establishing the entirety of the universality is remiss in Kantian metaphysics. Thus, misunderstanding the problem of heteronomy leads to the difficulty in some western philosophy in segregating mind and matter from a priori and a posterior reasoning. Von-Mises (1976) attempts to clarify the problem by stating that "Rationalism arises from the impossibility of God-mind-matter interrelationships. Reason is then subjected to the problem of heteronomy and rests on human origins alone. God and the world-systems, thus revelation and reason become dichotomous competing premises of understanding reality". Whilst this is arguably the basis for conceptual misunderstanding between separate or even indigenous cultures, it fails to be specific in the definition of epistemological reasoning in the context of knowledge transfer and exchange (see von-Mises, 1976). Reany (1988), debates these a priori concepts, on which metaphors of new knowledge are originally built. In his theory of human learning, meaning is more fundamental than knowledge, for knowledge is conformed to, and limited by, our ability to project meaning onto the world, and all meaning is ultimately reducible to experience. Therefore, all knowledge must be built on experience. Levin and Cross (2004) develop this and consider the mediating role of trust in knowledge transfer. Their research reveals two important findings: competence- and benevolence-based trust among individuals in an organisation influences the link between the tie strength of two individuals and receipt of useful knowledge; the researchers find weak ties between dissimilar individuals who do not routinely interact to create any benefit because of the precursive interaction prior to knowledge transfer. This is contrary to the earlier research of Argote and Ingram (2000) which stated the significance of defined ties with the transfer actors may introduce a conflict of interest and therefore result in poor transfer status. The emphasis in this context is the complexity of the interaction in the occupational, organisational and social contexts for Knowledge transfers, and there are many subsequent studies to collaborate this work (Abrams, D., Wetherell, M., Cochrane, S., Hogg, M. A., and Turner, J.C., (1990). Whilst this represents a shift away from event, or sequenced accounts of transfer as described by Argote et al (2000), and it does go beyond simple, process accounts of interpretation of the transfer mechanism, these definitions, though accurate in the definition of the transfer mechanism and the social interaction of the participating actors, fail in the redirection of the analysis towards the relationally constructed nature of Knowledge, specifically through the lens of phenomenological interpretation, and is focused on interpretive styles of analysis of the transfer mechanism

ORGANISATIONAL:

RELATIVE PERSPECTIVE

Various literatures have examined and explained a variety of aspects regarding how to managing and understand knowledge based on the conceptual differences and interactions between

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tacit and explicit knowledge; for example, the dissimilarity between tacit and explicit knowledge (Polanyi, 1967; Nonaka, 1994; Nonaka and Takeuchi, 1995; Jasimuddin, 2004), the knowledge creation process (Nonaka and Takeuchi, 1995), and social aspects of knowledge (Brown and Duguid, 1991; Spender, 1996). Thus, any attempt to centralise or store a codification of experience will be of little or no practical use to any large organisation (Huber 1991; Walsh and Ungson, 1991; Scarbrough, 1995; Stein and Zwass, 1995). Tacit knowledge and implicit knowing in a transfer context (Szulanski, 1996; Connell et al., 2003; Smith and McKeen, 2003) should not be re-stated as a ''resource'', but always as a process of experience and development. Clearly, to acknowledge the codification of the tacit knowledge is correct in an empirical sense, but related literature does not address in any great detail the understanding of faith or trust based on religious experience adjoining the interpretation of the tacit knowledge. Orlikowski (2002) regards these phenomena as an embodiment of continual knowledge and an on-going social development, constituted and reconstituted in everyday experience. This is further developed by research conducted by Almeida and Kogut (1999) and Argot (1999), and summarises very well the position of Nonaka and Takeuchi's (1995) discussion of personnel rotation as a mechanism of effective knowledge transfer within an organisation. However, the gap in the literature reflecting any indication of experience as fundamental or significant to the understanding of the knowledge and the contextual significance attached to it is still apparent. Knowledge transfer in an organizational context is well defined by Argote and Ingram (2000), as a process by which one unit of an organization, such as a group or department, is affected by the experience of another, but the fundamental argument is in a business or organizational context rather than a socio-cultural context. Argote and Ingram (2000) define the usefulness of this transfer, asserting that "Organisations adept at knowledge transfer have been found to be more productive and more apt to survive than counterparts less adept at knowledge transfer". However, they stress the importance of the commodity view in that there are financial gains to the efficient transfer. Argote, Becham and Epple (1990), Darr, Argote and Epple (1995), and Baum and Ingram (1998), explain that analyzing small groups of employees provides understanding at a micro level of the social processes through which organisations can create and combine knowledge. However, these studies look at the mechanics of the transfer at its transfer point; this is further clarified by Argote (2004), explaining it from an organisational context within an organization that does not address the fundamental socio-cultural attributes associated with knowledge exchange in social groups. Svieby (1998) examines the ability of a company's employees to solve complex problems using knowledge and knowledge transfer, and introduces the concept of exchange to resolve the problems. He focuses on companies such as management consultancies but makes little or no remark as to the underlying socio-cultural experiences, which ultimately affect each scenario. Dixon (2000) explains how this knowledge is transferred using specific management design principles and attempts to simplify complex knowledge scenarios, including several references to cultural issues. However, this refers to business

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culture and not socio-cultural practices or experience. She does discuss 'common knowledge', which could be understood to be a social interaction, but attaches no cultural or experience significance to the subject. Orlikowski (2002) regards this phenomenon as an embodiment of continual knowledge and an on-going social development, constituted and reconstituted in everyday experience, but fails to state the significance of the interaction between the two and does not underline the significance of cultural understanding. In this regards, Scarbrough (2009) attributed knowledge, the usefulness of knowledge and the usefulness of organisational learning, social practices and management structures to the evolution and exchange of knowledge between organisations. Similarly, contends that competitive success is seen as dependent on the firm's ability to mobilise all of these different kinds of knowledge, rather than a singular focus in terms of decision or knowledge type. However, Scarbrough only explores this concept in the context of an organisation, not the broader implications of knowledge transfer relationships between the global business community and the understanding of this transfer and exchange to social or ethnic minority groups.

PSYCHOLOGICAL:

SOCIO FACTORS AND NETWORKS.

Singh (2005) extends management research and socio-cultural factors to consider collaborative networks as determinants of knowledge diffusion patterns. Singh (2005) hypothesizes that individuals within an organisation (from either the same region or same family) possess closer collaborative links, thereby influencing a greater probability of knowledge flows. Social interactions within groups and at various levels within knowledge communities can significantly influence the increase or decrease in their respective social capital; whilst this is relevant from a socio-cultural concept, it does not specifically address the psychological and religious experiences of the groups, only their social interaction. Coleman (1988) states that the dynamic growth of knowledge communities heavily depends upon the social structures of trust, sense of community, commitment, shared vision, and continuous spirit of knowledge creation. This is important for several reasons; however, the main point is that individuals involved in the transfer and reception of Knowledge are generally part of a group or groups. This point is also discussed by Baron and Kenny (1986), and Brewer (1979); however, both sets of observations ignore the experience of the knowledge as significant and infer that knowledge is useful and recognised as such before any transfer takes place. This is a fundamental gap in the observations. Tajfel and Turner (1979) develop this observational position and posit that individuals gain social identity from the groups from which they belong. Kramer (1999), and Rousseau, Sitkin, Burt and Camerer (1998) discuss in detail the important attributes attached to group identity and facilitation opportunities for efficient transfer mechanisms to be accomplished, but stress the importance of the transfer mechanism and again fail to identify the function of experience as a constituent part of the knowledge creation before transfer or exchange takes place. Social practices and inclusion is also discussed by Cohen and

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Sproull (1996), who state that social processes are clearly involved at each stage of a learning cycle and are predominant in the learning process; whilst this is also significant, it does not address in specific detail which learning processes effect the development of knowledge understanding and thus the definitions are too wide and generalised to be significantly focused on the transfer and exchange mechanism. Cohen and Sproull (1996) conclude that knowledge transfer takes place on multiple levels of consciousness, which are defined as a moral standard from which to start. Cohen and Sproull (1996) further clarify that learning is a "natural" part of everyday organisational activity, and the ability to manage and facilitate learning, development and change is recognised by some as a crucial, organisational competence. This is a basic and fundamental starting point for the understanding of knowledge before it is transferred, but is not discussed in any significant detail. Nonetheless, research by Van Knippenberg (1999) suggests that the quality of the knowledge from the recipients' perception is also important. Thus, the social identity of the Knowledge to be transferred is equated as value, and therefore an evaluation of the usefulness of the Knowledge. Although this is clear in its definition, there is still a significant gap in explaining the significance of different experiences on the knowledge perception or what identity the knowledge is given before it is transferred. Several studies do indicate that individuals may make an evaluation of the knowledge to be transferred simply by reviewing the source of the information (Chaiken, 1980; Petty and Cacioppo 1986; Mackie, Worth and Asuncion, 1990). These studies, although important, do not clearly identify significant modes of experience, and do not explicate which experiences are more predominant on the evaluation of the knowledge before or after its transfer or exchange.

CULTURE:

PHENOMENA AND NUMENA.

Hanson (1983) explains that religion, by its nature, is embedded into the very fabric of society and therefore knowledge and knowledge experience derive from it. Religion is acknowledged as part of our fundamental education and a process for development into further education and subsequent personal development (Hanson, 1983). Kant defines this phenomenon as a plausible starting point for education, critical consciousness, morality and judgment.Different kinds of experiences and practices are generally accepted as though they are universal and applicable to all societies and cultures at all periods of our educational and personal development. Moore and Habel (1982) proposed dealing with religious material in the classroom through a mixture of cognitive and non-cognitive methods, which again leads us to the conclusion of religious education being a contributing factor of experience justification. In the definitions given by these explanations there is no clarification of how this education is justified as a contributing factor and to what extent the educational experience influences preceding and proceeding knowledge experiences. Bonhoeffer (1931) expands on Kant's theory of knowledge and its connection with God, critical consciousness, morality and judgment He regards God, or religious belief as fundamental to the construction of a truth or knowledge. Bonhoeffer (1931) introduces the idea of

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God's self-revelation, in which God comes to man who is incapable of understanding the nature of his knowledge, and therefore this knowledge has to be transferred or exchanged. This is a critical paradox for Bonhoeffer (1931) and significant in the development of any knowledge transfer or exchange hypothesis. Religious experience, in this view, has clear cogency of any proposal, epistemically legitimate or not, and this is fundamental in defining any knowledge to be transferred or exchanged. Hick (1993) discusses the interpretation of religious experience as a development of Kantian lines and advocates pluralism and acceptance of faith as a truth of belief; this in itself is clear as a definition point, but does not clarify the significance of the interaction. Adler (1990) develops and examines the nature of truth as it applies to religion, and this is a clear reflection of the importance of understanding knowledge before it is transferred or exchanged. Adler makes three distinctions about truth in relation to religion. First, that one must distinguish between what he calls "poetical truth" and "logical truth". Second, Adler proposes that one must distinguish between a proposition itself and our judgments about a given proposition. Third, there must be a distinction relevant to our discussion about the nature of truth. The question: "What is truth?" must be distinguished from the question: "How can one ascertain the truthfulness or falsity of a given truth-claim?" In this the acknowledgement of the usefulness or clarification of the type of knowledge to be transferred or exchanged is recognised; however, there is insufficient focus on the actual effectiveness of the transferred or exchanged knowledge and what, if anything, the recognition of the type of knowledge had on the transfer mechanism. In this context any knowledge generated or developed is based on experience, including, but not limited to, religious experience; therefore, subsequent interpretation of this experience is a product of social interaction and not a direct result of it.

A particular kind of human behaviour cannot always be attributed to a particular kind of understanding of transferred or exchanged knowledge. For example, a doctor will not always understand the cultural significance of understanding the faith of a patient, even though the knowledge exchange has taken place with either the family or other members of staff. In one sense, this can be conducive to positioning the Knowledge to make it more understandable and acceptable to the recipient, however it would lack the validation needed to justify the initial proposition of the Knowledge. Again, as in the previous example, the doctor treating the patient is believed to understand the religious positioning of the patient, simply because he has been informed that the patient is Muslim. The doctor understands the patient is Muslim but does not understand the religious significance of his actions. For example, washing his hands with an alcohol based detergent.

Thus, knowledge that is to be transferred cannot be accepted as correct in the sense that it is understood by the transferor and the transferee in the same way; therefore, any transfer will not be 100% acceptable to both parties. According to Schön (1984; 42), good understanding or reflection-in-action often takes the form of a reflective conversation with the situation and involves "on-the-spot" surfacing,

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criticizing, re-structuring and testing of intuitive understanding. Therefore the quality of the Knowledge derived from reflection may be poor and not transfer well, as much of the reflectivity is lost if it is not recognised as significant. Szulanski (1996) states that there is a reluctance to share tacit knowledge due to fear of losing power and status, therefore experience and subsequent associated knowledge will be difficult to interpret if this reluctance is not recognised in a socio-cultural paradigm. In reflecting on these definitions, philosophical and religious caveats can guide this deconstruction and reform any critical rethinking about Knowledge, breaking it down to simple terms and understandings.

CONCLUSION

To declare knowledge as a transferable commodity is a misnomer and arguably inaccurate in that both epistemic and ontological sense; even the statement of what is happening is in itself open to ambiguity: " Knowledge Transfer, Knowledge Translation, Knowledge Utilisation" (Backer, 2000; Barwick, Boydell and Omrin, 2002; Graham and Logan, 2004; Racher and Annis, 2005). However, the literature makes it clear that multiple processes exist, and many theoretical models are potentially relevant, thus, defining a single hypothesis to prove or disprove a knowledge transfer or exchange scenario would be very limiting. Current research data on knowledge transfer or knowledge exchange is somewhat unclear on its fundamental aims and objectives; this could be because the ethical evaluation of the data involved has been set as a priority for the implementation of the relevant research schemes. Clearly all current methods are inextricably tangled, despite their diverse approaches in their pursuit for valid knowledge and ability to predict an efficient transfer or exchange paradigm. From the literature reviewed, the predominant theme is a lack a specific focus when defining the type of experience that would affect knowledge transfer or exchange in a significant way. Knowledge transfer or exchanges, created in social environments, follow the ethics and principles of each stakeholder, and their appropriateness for the achievement of the particular knowledge target can lead to opposite results, particularly when the increase of understanding is with one party and not the other. This could be influenced by any type of experience; however, for the purpose of this paper it is suggested that religious experience and understanding is fundamental to the interpretation of the knowledge transferred or exchanged, regardless of the mechanism used to facilitate this exchange.

FUTURE RESEARCH

At present, from the literature reviewed, the dichotomy is that one could not posit from a position of singular inference regarding religion as a caveat for shaping experience on a daily basis. The literature pays only marginal attention to this. However, it is clearly a defining factor in ones interpretation of knowledge and therefore must be implicit as a constituent part of an individual's knowledge base from which to posit from. Overall, the literature reviewed is contradictory and inconclusive as to the value of the supporting fundamental criteria for knowledge, before it is transferred or exchanged. Future research should seek to analyse and critically evaluate the knowledge transfer processes and

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human interactions in place at the transfer or exchange point and establish a legitimacy to the hypothesis that religious experience is fundamental in shaping the knowledge transfer and exchange mechanism, as this area has not been extensively researched before.

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FIGURATIONAL DYNAMICS:
Attributes within a Knowledge transfer scenario.

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ABSTRACT

In this short paper, we discuss a dialectic methodology surrounding the interpretation of knowledge transfer, and the conditional elements which can be seen to support the concept of a unity of knowledge. We discuss a differing standpoint to knowledge and knowledge value, based on the knowledge transfer practitioner's perspective, but still in a business context. We ask why, if knowledge is vital for business success and competitive advantage, the transfer of knowledge is rarely a simple unproblematic event. Further, that the creation of knowledge before transfer is recognised as a significant factor in determining a starting point for analogous scrutiny, and often under a premise of doxastic attitude. This discussion therefore aims to synthesise current literature and research into an elemental epistemic principal of FIGURATION DYNAMICS, and in doing so, may help focus congruent knowledge transfer theories.

Purpose: Theoretical discussion
Keywords: Knowledge, Knowledge transfer, Philosophy, Perspectives, attitude

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INTRODUCTION.

In general terms, we can say that a coherent and generally accepted working definition of knowledge for the organisational environment has yet to be established. In this regards, Birkinshaw, et al. (2002) suggest that in addition to no agreed upon definition of knowledge within management literature, no commonality can be offered regarding predictive knowledge transfer characteristics. Further, that problems associated with knowledge transfer are indeed prevalent, as knowledge is difficult to define and manage as it can be ambiguous, unspecific and a dynamic phenomenon. This aligns with a view from Schultze & Stabell, (2004) and concurs with a description of philosophical implications regarding ideas about the self or personhood, from (Shapiro, 2008).
From a dynamic capacity perspective, Parent, et al. (2007) suggest that because knowledge is a subjective perspective of an individual's experience, associated problems are inextricably related to the context of the knowledge itself. Therefore, it is clear that an individuals past experiences related to knowledge, and can contribute to retaining this knowledge (Sprevak, 2009). As such, many key authors focus on ways to understand and ultimately enhance this knowledge understanding, and in doing so, explore various propositions, using occidental foci, derived from historical secular concepts of: positivism (Berger & Luckmann, 1966). empiricism (McCarthy, 2007) ,rationalism (Gabbay & Le May, 2004) and generalist philosophy (Sprevak, 2009).

In fact, it is clear why most current management literature focuses on considerations which can be effectual in using this knowledge understanding to maintain competitive advantage. It is only by analysing the complete and somewhat complex knowledge interpretation process, the identification of any 'successful' interaction between practitioners during knowledge transfer can be identified (Gherardi, 2006). This can be simply categorised as relationship between the source and the recipient; The form and location of the knowledge; The recipient's learning predisposition; the source's knowledge-sharing capability; The broader environment in which the transfer occurs.

DISCUSSION

Cachia & Compañó (2007) assert this by suggesting that even though knowledge cannot readily be identified on any balance sheet, it is identified as the singularly most valuable asset for a business or organisation. Therefore, the interpretive praxis for knowledge schema could be debated at length as there is no such thing as 'normal

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knowledge'. Aligning to the view from Dyer & Hatch, (2006), this discussion must therefore consider how knowledge philosophy fits within the interpretive theoretical overview and the formalised description of business management, literature on this subject is extremely diverse and non-definitive. However, for this discussion and in the spirit of understanding knowledge and philosophy, our focus will examine why it is important to discover, where knowledge is philosophically positioned in relation to a business context and ultimately from the practitioners point of view.

DEDUCIBLE by INFERENCE

If we adopt this inference at this juncture, it must therefore be as equally important to understand the significance of experiential reasoning behind this interpretive position of knowledge before it is transferred (Gherardi, 2006). This point of view is important because, the adaptation by the knowledge transfer practitioners involved purport to a position of justification in the transfer schema. Thus, discussion and examination of an overriding epistemic principal is required as a baseline for further critique of related literature. Therefore knowledge taxonomy and the types of knowledge related to business are discussed along with the necessary understanding of communication to transfer any notion of knowledge (Schultze & Stabell, 2004).

FIGURATIONAL TACTIC

An alternative perspective to this absorbent quandary is figurational sociology. Figurational sociology (process sociology) *Elias (1897-1990),* encompasses dynamic webs of human interaction, the emphasis being placed on people in the plural and how people are tied into social networks because of their interdependence with each other *(Elias, 1978).* The concept of a figuration allows this discussion to overcome some of the theoretical problems linked with traditional sociological terms and theories.
In particular, misleading dichotomies such as those between the individual and society, or, 'agent' and 'structure'. In this respect, *Elias (1978),* noted that it is not productive to consider the 'individual' and 'society' as two separate entities, instead, that these two concepts refer to 'inseparable levels of the same human world' *(Murphy et al, 2000, p. 92).* In the context of this discussion , process agents are affected by the actions of other process agents, who are bounded together by management structures, overarched by expectant outcomes. Additionally, *(Green, 2003, p. 17),* explains that people are often influenced and affected in a variety of ways by the actions of individuals and groups whom they may have never met. Elias conceptualises the development of human knowledge as 'a continuum

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along which blends of involvement and detachment are located and this continuum should be viewed as being 'open' at both ends. This is because, unlike concepts of 'affectivity' and 'non-affective' (*Parsons, 1951; cited in Mennell, 1992),* or the dualism of 'objectivity' and 'subjectivity, there is no such thing as absolute involvement or detachment, thus, there is no 'zero-point' *(Mennell, 1992, p. 160).* The development of knowledge, moreover, is a continuous process that is developed and learned by people bonded together in complex webs of interdependence *(Dunning, 1992; Elias, 1978; Kilminister, 1998).* Conceptualising the development of knowledge in this way, will allow this discussion to consider its [knowledge] social nature, without reinforcing the traditional view that all knowledge must be considered as either true or false

As a consequence of this position, this approach also engages with the question of how an individual derives knowledge from either an internal or external locus *(Marton and Booth 1997)* thus, very importantly, eliminating the overarching duality problem encountered if a rigid 'metric only' or indeed, 'figurational only' tactic(s) were adopted.

Scrutiny at this point reflects egoistic conceptions of this reality from a knowledge transfer practitioner's perception or cautious belief of any experience other than that relative to the knowledge transfer scenario (Marshall, 2008; Sprevak, 2009). We can identify that this is because knowledge transfer practitioner's experiential accounts of knowledge would be unable to explain the putative distinctive value of knowledge. A similarly view from Sun & Scott (2005), implies that the practitioners view of knowledge is subjective, any possibly relevant mental states are experiential, thus, knowledge as images related to cognitive content. In fact, to be able to adopt a philosophical starting point regarding an epistemic principal from which to define knowledge, knowledge, from both perspectives must consist, at least to a large extent, in a clarification of knowledge value, which does not consist in definition alone, and therefore must possess a systemic for such a clarification using an epistemic principal.

KNOWLEDGE EXISTENCE

As such, Knowledge from this perspective, can only exist because someone knows it in his mind, (See, Polanyi, 1962; 1967) and (Weiskopf, 2008), Knowledge is not an independent entity to be transferred, such as any material object might be. For example, a chair cannot be transferred as knowledge, it is not a knowledge. In an attempt to reconcile these anomalies studies by Szulanski, (2000, p. 10) defines knowledge as a 'causally ambiguous set of routines'. However, one could ask if the

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existence of knowledge, which in itself depends on the interpretation of a foundational normality is true, then all knowledge must derive from a consequence of foundational ethics which in themselves cannot be refuted by accepted moral norms.

PROBLEMATIC CRITERIA

A problem, from a philosophical perspective confuses this issue, in that, if it is difficult to define the experiential primitives, such as personal experience, then it will be equally difficult to define the primitive concepts of knowledge. This suggests that the characteristics of knowledge acquired by one actor affect knowledge creation in another one. But, as there is still a disunity in the exact definition of knowledge, since we have seen that knowledge as a 'causally ambiguous set of routines', this seems to contradict the previous literature as to why a focus on something that is misunderstood exists in the first place.
This situation is a perplexing situation to say the least as it implies that our knowledge of that real world is fallible and theory laden.

- In general, even though an alteration is detected, defining the reason why this occurred within the perspective of knowledge transfer is problematic.
- Knowledge is given a dimension of a 2-point data variation, thus, how much one data group differentiates from another?
- knowledge is distorted out of context by elements organisational of incredulity. Statistical values, on their own, cannot make discernible distinctions of knowledge within the same or apposing data set, therefore, cannot determine a perspective singularity (figuration) from multiple variables.

Knowledge exists but our appreciation of it is unclear, is singular in its focus and can also suffer from borrowed interpretations covering many disciplines. Thus, belie the potentials inherent in other focused research directions. In this sense, cognitive interpretations of knowledge transfer problems and remedies vary, and as such, are often very broad or very non-specific.

DIVERSITY

As a consequence of this position, the diversity surrounding the theoretical base of knowledge definition form many incongruities and variations, perhaps. Thus, relating this position to knowledge value, it is important to consider different asymmetries, which deliberately assume human beings hold beliefs in two distinct ways. Basic and non-basic, in fact we can say that non-basic beliefs are based on other beliefs by interference, for example 'I believe that all green apples are sweet', is based on my inference that 'all apples are sweet'. Basic beliefs, are of course not, for example 'I believe that I am sitting in front of this

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computer, writing this discussion', is based on my experience I am having right now, not by inference of some other belief.

Clearly, there is a fundamental problem in aligning these posits regarding their usefulness in proposing underpinning knowledge values or even corrective knowledge transfer axioms. Since, both positional inferences, presuppose an assumption regarding cognitive psychology, in that, they both require interpretive associations regarding knowledge. In this way, they inextricably link knowledge and knowledge transfer as a cognitive process, since if I we endorse this axiom then we can endorse both hermeneutics and foundationalism. This is important as we can therefore begin to approach epistemological issues regarding the definition of knowledge and knowledge value from a pragmatic or figurational center.

CONJECTURAL REMARKS

Philosophically, this view is remarkably similar to Kant (see Kant '1781 a critique of pure reason') for whom reason was the categorical imperative of freedom and free will.

However, if one were to adjudicate a philosophical position at this point one could ask, is it possible to extend epistemic knowledge of these principals . That is, to make these concepts themselves precise and to gain comprehensive and secure insight about the fundamental relations that are present among them, moreover, the axioms that hold for them. The philosophically identifiable positions of knowledge at this point can state that any knowledge can be experienced, but has to be justified as a true belief before it can be termed knowledge or have any value.

Similarly, to assume any value or relevance to the sender or receiver of it the acceptance of the tripartite theory of knowledge, Belief, Truth and Justification (epistemic principal) must also be inferred. It is important, at this juncture to also distinguish between truth and perceived truth in the context of the knowledge experience relating to knowledge value.

Accordingly, from the standpoint of knowledge value, it is important to consider the evidence of this knowledge when deciding if it is true or not, on the basis that the knowledge itself has to be better understood before it can be transferred or if it is simply the empirical cogency that has been transferred.

FIGURATIONAL PERSPECTIVE

In regards to this view, *Elias (1978)* argues that authority relations will inevitably form a central dimension *(figuration)* of interdependency ties [amongst departmental staff], as *'structural relationships' (Elias, 1978, p. 74)*. Acknowledging organisations

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difficult and complex association to knowledge *(Thompson and Walsham, 2004)*, examine the link between individual's experiences and knowledge transfer phenomena in a organisation environment. This is an important focal underpinning for this discussion, as although studies by *Cook & Brown (1999),* examine the useful collaboration of knowledge and social interaction, to date there exists little evidence to draw upon which tests relationship synergy between figurational sociology {*figurations*} *(Elias, 1978)* and complex knowledge transfer relationships.

CONCLUSION

This discussion has focused on outlining and assessment of current and historical knowledge philosophy, theory and positioning, but at the same time, places it within the realms of a business context. It concentrated on the epistemic principal of knowledge and indicated that a figurational principal of knowledge is equally important. This is because, at its core, knowledge transfer is concerned with the process of moving useful knowledge from one place to another.

We determine that at present there is no consolidated definition of knowledge or knowledge transfer in a business context …. or any other for that matter.

Consequently, there is still a need to identify if there are any alternative more useful perspectives to knowledge and knowledge transfer, specifically relating to business practices, success and competitive advantage. Ultimately, we conclude, a figurational approach may be worth consideration.

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Belvederes of philosophy and knowledge

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ABSTRACT

In this discussion, we consider the unity of knowledge, and deliberate a contrary perspective from current knowledge transfer practitioners, in a business context. We consider why, if knowledge is key for business success and competitive advantage, the transfer of knowledge remains for the most part a problematic event. Further, if the creation of knowledge before transfer is recognised within literature as a significant factor in determining a starting point for analogous scrutiny, then why is this focal point difficult to establish and measure.

Key words: Knowledge , Philosophy, Learning, Knowledge transfer

Paper type: Discussion

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Belvederes of Philosophy and Knowledge

This discussion will focus on the role of knowledge within known knowledge transfer arena's, in both academic and business communities. The debate highlights the importance in understanding of epistemic principles, evident in current theoretical interpretation surrounding knowledge in a knowledge transfer scenario. This underpinning is important, since philosophical interpretation of knowledge, for an organisation wishing to achieve a competitive advantage, may be achieved by aligning philosophical positioning to the cultural positioning of the firm or business (Michaelson, Pratt, Grant, & Dunn, 2014).

Clearly, only by analysing the complete and somewhat complex knowledge interpretation process, the identification of any 'successful' interaction between practitioners during knowledge transfer can be identified. Hence, it is clear why most current management literature focuses on considerations, which can be effectual in using this knowledge understanding to maintain competitive advantage.

Current authors such as (Shukla, 2015) and (Evangelista & Durst, 2015) lament that a generally accepted working definition of knowledge for the organisational environment are yet to be established. Other authors advise that in addition to no agreed upon definition of knowledge within management literature, little in the way of commonality can be offered regarding consequent theoretical positioning (Rotaru, Churilov, & Flitman, 2014). Additionally, (Donate & Guadamillas, 2015) suggest that problems with knowledge transfer remain prevalent, since in the main, knowledge is difficult to define, can be ambiguous, unspecific and a dynamic phenomenon. further stress that because knowledge is a subjective perspective of an individual's experience, associated problems are inextricably related to the context of the knowledge itself.

Authors such as (Barnett, Vasileiou, Djemil, Brooks, & Young, 2011) indicate that an individuals past experiences related to knowledge can contribute to retaining this knowledge that personal resources may also contribute to this state.

Context from (Ahmad & Daghfous, 2010; Clark et al., 1997; García-Fernández, 2015; Halilem, Bertrand, Cloutier, Landry, & Amara, 2012) asserts this perspective very clearly by explaining that in this information age, even though knowledge cannot readily be identified on any balance sheet, it is identified as the singularly most valuable asset for a business or organisation. Therefore, the interpretive praxis for knowledge schema could be debated at length as there is no such thing as 'normal knowledge'.

However, for this discussion and in the spirit of understanding knowledge and philosophy, we can examine where knowledge is philosophically positioned in relation to a business context. It is also equally important to understand the significance of experiential reasoning behind this interpretive position of knowledge before it is transferred. Important because, the adaptation by the knowledge transfer practitioners involved purport to a position of justification in the transfer schema. Thus, examination of an overriding epistemic principal is required as a baseline for further critique.

Knowledge taxonomy, as discussed by (Basaruddin & Haron, 2011; Bentahar, Moulin, & Bélanger, 2010; Blackman & Henderson, 2005; Bolisani & Scarso, 2015) explain the types of knowledge related to business along with the necessary understanding of communication to transfer any notion of knowledge. Scrutiny of knowledge efficacy at this point often reflects egoistic conceptions of reality from a knowledge transfer practitioners perception or cautious belief of any experience other than that relative to the knowledge transfer scenario (Adams, Tranfield, & Denyer, 2011; Baporikar, 2016; de Silva Garza & Gero, 2009; Halilem et al., 2012). This is because knowledge transfer practitioners experiential

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accounts of knowledge would be unable to explain the putative distinctive value of knowledge. Since the practitioners view of knowledge is subjective, any possibly relevant mental states are experiential. As such, Knowledge from this perspective, can only exist because someone knows it in his mind, it is not an independent entity to be transferred, such as any material object might be.

In an attempt to reconcile these anomalies studies (Szulanski, 2000, 2001, 2002) defines knowledge as a 'causally ambiguous set of routines'. However, one could ask if the existence of knowledge, that in itself depends on the interpretation of a foundational normality is true, then all knowledge must derive from a consequence of foundational ethics which in themselves cannot be refuted by accepted moral norms. This situation is a perplexing situation to say the least. Thus. It might be said that our knowledge of that real world is fallible and theory laden. Wherein, it exists, but our knowledge of it is unclear, is singular in its focus and suffers from borrowed interpretations covering many disciplines.

In this sense, cognitive interpretations of knowledge vary, are often very broad or very non-specific. For example it is clear that a distinction can often made between data, information and knowledge. Conversely, however, Knowledge could be described as an elusive concept or a multifaceted concept with multi-layered meanings. Nonetheless, because of the philosophical diversity surrounding the theoretical base of knowledge definition, research conclusions form many inconsistencies and variations. Yet, regardless of this indifference, there still exists agreement within many research streams that knowledge in a dissected form can be useful.

PHILOSOPHICAL ARGUMENT

From a philosophical position in Occidental society, the understanding of knowledge can generally be regarded as falling between two arguments, the first is Rationalism (Cummiskey, 2011; de Vazquez, 2015; Stephens, 1994; Stove, 1982) , *(See Descartes, Leibniz, Kant)* which postulates that a proposition can be known from reason alone without the need for, or indeed independent from, experience. The second is Positivism (de Vazquez, 2015; Demiray, 2016; Galavotti, 2015; Gargiulo, 2016) (see Aristotle, Berkeley, Kant), which postulates that propositions can only be known directly from experience.

Furthermore, in the context of this discussion, it is also important to recognise the impressions of Spinoza (See A Theological-Political Treatise 1670) since complimenting the rationalist connection, Spinoza contended that *"God" and "Nature"* were the same reality, namely a singularity that underlies the universe and everything else was simply modes or modifications. He contended that "Deus sive Natura" ("God or Nature") was of infinite attributes, hence, his account of reality was to understand physical and mental worlds as two different, parallel "subworlds" , which neither overlap nor interact.

As a precursor to many theoretical positions based on philosophical precedence, we can therefore identify four succinct knowledge dimensions (Fascia, 2016; Jalloh, 1988; Lynch, 2004) which would enhance this capability to position knowledge relative to a personal interpretation. That is; tacit vs non tacit; observable vs non observable; simple vs non simple; and process dependent vs non process independent. Thus, knowledge may be classed as multi-faceted and is therefore easier to position in terms of value if it is first categorised into different asymmetries, which deliberately assume human beings hold beliefs in two distinct ways. Basic and non-basic. Hence, non-basic beliefs are based on other beliefs by interference, for example 'I believe that all green apples are sweet', is based on my inference that 'all apples are sweet'. Basic beliefs, are of course not,

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for example 'I believe that I am sitting in front of this computer, writing this discussion', is based on my experience I am having right now, not by inference of some other belief. Clearly, there is a fundamental problem in aligning these posits, regarding their usefulness in proposing underpinning knowledge values or even corrective knowledge transfer axioms. Since, both positional inferences, presuppose an assumption regarding cognitive psychology, in that, they both require interpretive associations regarding knowledge. Hence, from an easement of useful knowledge, they inextricably link knowledge and knowledge transfer as a worthwhile cognitive process.

KNOWLEDGE POSITIONING

This perspective indicates that at its core, the discussion of knowledge is concerned with the process of moving useful knowledge from one place to another for some benefit. A problem, from a philosophical perspective however confuses this issue, in that, if it is difficult to define the experiential primitives, such as personal experience, then it will be equally difficult to define the primitive concepts of knowledge. Thus, the question of why knowledge is more valuable than mere true belief, is really why issue of why knowledge is more valuable than any proper subset of its parts.

That is, does an actor specifically desire knowledge rather than epistemic standing, whereby, the importance of distinction between the two value problems is seen by considering that in some cases justification adds value to a mere true belief not to the knowledge. If this last point is right, then one might reasonably argue that the fact that knowledge entails justification since there would now be a property of knowledge which mere true belief lacks and which affords greater value to knowledge over mere true belief. One could argue however, if an actor in this position would thereby have an understanding of justified true belief, then the account of the value of knowledge ended at this point. Thus the epistemic value is of a justified true belief and not of the knowledge nor the sum of its parts.

Undoubtedly, this adds to the misunderstanding regarding any knowledge definition and any subsequent analysis or research therein. It is therefore surprising that such anomalies are considered almost redundant when enthusiastic interpretations of knowledge in a business context. In this sense, the fundamental assumption that, if given the correct circumstances and understanding, knowledge and its value can be created and universally transferred, unproblematically.

Similarly, its ultimate efficiency, underlining communication as an all incumbent sub set of functions. Thus, suggesting the characteristics of knowledge acquired by one actor, affect knowledge creation in another one. Although ultimately confusing, this view determines that the extended route of knowledge in a transfer scenario, knowledge is not regarded as an invariable or singular concept.

Though ultimately significant, it is the transfer parameters, which adopt the focus of prioritised importance and not the definition of the knowledge being transferred. This position of knowledge understanding and communication is therefore derived from a sequence of parameters, which are classified from a philosophical position of justifiable truth and belief. Thus, if this philosophical perspective reflects the locus of knowledge understanding, then one can conclude that the philosophical perspective of the knowledge to be transferred will also be derived from these unclear epistemological milieus.

CONCLUSION

This discussion has focused on outlining and assessment of current and historical knowledge philosophy, theory and positioning, but at the same

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time, places it within the realms of a business context. It concentrated on the epistemic principal of knowledge. The literature in this section indicated that the epistemic principal of knowledge is important as at its core the discussion of knowledge transfer is concerned with the process of moving useful knowledge from one place to another. However the literature concludes that at present there is no consolidated definition of knowledge in a business context …. or any other for that matter

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BUSINESS PERSPECTIVES of PHILOSOPHY AND KNOWLEDGE: Occident contra Islam

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Purpose: Theoretical perspective

ABSTRACT
This discussions surrounds the dialectical methodology, underpinning the unity of knowledge, and discusses a differing perspective to knowledge and knowledge value from knowledge transfer practitioners, in a business context. It asks why, if knowledge is vital for business success and competitive advantage, the transfer of knowledge is rarely a simple unproblematic event (Argote et al. 2000). Further, that the creation of knowledge before transfer is recognised within literature as a significant factor in determining a starting point for analogous scrutiny. Under a premise of doxastic attitude, this discussion looks to synthesise from current literature and research the epistemic principal of 'knowledge', which underpins understanding congruent knowledge transfer theories and perspectives principals.

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Foss (1999) explains, a coherent and generally accepted working definition of knowledge for the organisational environment has yet to be established. Alvesson and Karreman (2001) advise that in addition to no agreed upon definition of knowledge within management literature, no structured underpinning commonality can be offered regarding the status of consequent knowledge transfer theoretical positioning. Continuing on this theme, Alvesson and Karreman (2001) assert that problems associated with knowledge transfer are indeed prevalent , as knowledge is difficult to define and manage as it can be ambiguous, unspecific and a dynamic phenomenon.
Thompson and Walsham (2004) further stress that because knowledge is a subjective perspective of an individual's experience, associated problems are inextricably related to the context of the knowledge itself. Howells (2002) gives vision to the fact that individuals past experiences related to knowledge can contribute to retaining this knowledge, and (Von Krogh et al. 2000) retorts that personal resources also contribute. As such, many key authors focus on ways to understand and ultimately enhance this knowledge understanding, and in doing so, explore various propositions, using occidental foci, derived from historical secular concepts of: positivism (Gates 2001), empiricism (Gupta 2006) and rationalism (Katz 2000).
This discussion will focus on the role of knowledge, philosophy within known knowledge transfer arena's, in both academic and business communities. This discussion highlights the importance in understanding of epistemic principles, evident

in current theoretical interpretation surrounding knowledge in a knowledge transfer scenario. This underpinning is important, prominent authors, such as (Drucker 1993) (Stewart 1997), and (Brooking 1997) and practitioners, such as (Edvinsson 1997) and (Svieby 1997) clarified the importance of philosophical interpretation of knowledge for an organisation wishing to achieve a competitive advantage by aligning this philosophical positioning to the cultural positioning of the firm or business. Clearly, only by analysing the complete and somewhat complex knowledge interpretation process, the identification of any 'successful' interaction between practitioners during knowledge transfer can be identified. Hence, it is clear why most current management literature focuses on considerations which can be effectual in using this knowledge understanding to maintain competitive advantage. The relationship between the source and the recipient; The form and location of the knowledge; The recipient's learning predisposition; the source's knowledge-sharing capability; The broader environment in which the transfer occurs.

Assudani (2005) asserts this very clearly by explaining that in this information age, even though knowledge cannot readily be identified on any balance sheet, it is identified as the singularly most valuable asset for a business or organisation. Therefore, the interpretive praxis for knowledge schema could be debated at length as there is no such thing as 'normal knowledge'. This discussion must therefore must consider how knowledge philosophy fits within the interpretive theoretical overview and the formalised description of business management, however literature on this subject is extremely diverse and non definitive. Knowledge itself is difficult to define and some authors baulk at the prospect of definition. Davenpoet et al. 1998:43) quoted Boulding (1966 :1)

> "*considering the difficulties of defining, catogorising and measuring knowledge, One feels that the efforts to do so lead into a philosophical mess from which the only escape is to climb out, clean ones self off, go home, have a dinner and forget all about philosophy*".

However, for this study and in the spirit of understanding knowledge and philosophy, this section will examine why it is important to discover, where knowledge is philosophically positioned in relation to a business context. It is also equally important to understand the significance of experiential reasoning behind this interpretive position of knowledge before it is transferred. Important because, the adaptation by the knowledge transfer practitioners involved purport to a position of justification in the transfer schema. Thus, discussion and examination of an overriding epistemic principal is required as a baseline for further critique of related literature. Therefore knowledge taxonomy and the types of knowledge related to business are discussed along with the necessary understanding of communication to transfer any notion of knowledge. Scrutiny at this point reflects egoistic conceptions of this reality from a knowledge transfer practitioners perception or cautious belief of any experience other than that relative to the knowledge transfer scenario. This is because knowledge transfer practitioners experiential accounts of knowledge would be unable to explain the putative distinctive value of knowledge. Since the practitioners view of knowledge is subjective, any possibly relevant mental states are experiential. Boulding (1966) describes knowledge as images related to cognitive content. As such,

Knowledge from this perspective, can only exist because someone knows it in his mind, it is not an independent entity to be transferred, such as any material object might be. For example, a chair cannot be transferred as knowledge, it is not a knowledge. In an attempt to reconcile these anomalies studies by (Szulanski 2000, p. 10) defines knowledge as a 'causally ambiguous set of routines'. However, one could ask if the existence of knowledge, that in itself depends on the interpretation of a foundational normality is true, then all knowledge must derive from a consequence of foundational ethics which in themselves cannot be refuted by accepted moral norms. This situation is a perplexing situation to say the least. Sayer (1984) affirm this, stating that our knowledge of that real world is fallible and theory laden. It exists but our knowledge of it is unclear, is singular in its focus and can also suffer from borrowed interpretations covering many disciplines, which belie the potentials inherent in other focused research directions.In this sense, cognitive interpretations of knowledge vary, are often very broad or very non-specific. For example (Nonaka 1994 p.34) maintains that a distinction can often made between data, information and knowledge. Conversely (Castaneda 2000, p. 3) define Knowledge as an 'elusive concept' and (Nonaka 1994 p. 15) described knowledge as 'a multifaceted concept with multi-layered meanings'. In an attempt to bring some clarity to the matter Berger and Luckmann (1967) give a broad example of definition as:
"the certainty that phenomena are real and that they possess specific characteristics" (p.13). Nonetheless, because of the philosophical diversity surrounding the theoretical base of knowledge definition, research conclusions form many incongruities and variations. According to Tell (2004), even the overall characterisation of knowledge, which encompasses the tacit and explicit dimension, has so far been too simplistic. Yet, regardless of this indifference, there still exists agreement within many research streams that organisational knowledge in this dissected form, is a source of competitive advantage (Argote and Ingram 2000, p. 156). Additional research with a similar focus highlights that knowledge has been further stipulated in other categorical instances as: organisational manufacturing capabilities (Zander and Kogut 1995); assets (Spender 1996); innovation (Rogers 1995) and best practices (Szulanski 1996). Grant (1996b, p. 110) underlines the difference between conflicting opines by declaring that knowledge is 'that which is known'.

Philosophical Impost

From a philosophical position in Occidental society, the understanding of knowledge can generally be regarded as falling between two arguments, the first is Rationalism (Descartes 1644, Leibniz 1673, Kant 1787) which postulates that a proposition can be known from reason alone without the need for, or indeed independent from, experience. In the context of this discussion, it is also important to recognise the impressions of Spinoza (See A Theological-Political Treatise 1670) since complimenting the rationalist connection, Spinoza contended that "God" and "Nature" were the same reality, namely a singularity that underlies the universe and everything else was simply modes or modifications. He contended that "Deus sive Natura" ("God or Nature") was of infinite attributes, hence, his account of reality was to understand physical and mental worlds as two different, parallel "subworlds" , which neither overlap nor interact.The second is Positivism (see Aristotle, Berkeley 1710, Hume

1739), which postulates that propositions can only be known directly from experience. It is also important to mention logic according to Kant's definition: Our knowledge springs from two fundamental sources of the mind; the first is the capacity of receiving representations (receptivity for impressions), the second is the power of knowing an object through these representations spontaneity in the production of concepts. (see Kant 1781; 1787).

Thus, relating this philosophical knowledge position to knowledge value, it is important to consider these different asymmetries, which deliberately assume human beings hold beliefs in two distinct ways. Basic and non-basic. Hence, non-basic beliefs are based on other beliefs by interference, for example 'I believe that all green apples are sweet', is based on my inference that 'all apples are sweet'. Basic beliefs, are of course not, for example 'I believe that I am sitting in front of this computer, writing this discussion', is based on my experience I am having right now, not by inference of some other belief. Clearly, there is a fundamental problem in aligning these posits, regarding their usefulness in proposing underpinning knowledge values or even corrective knowledge transfer axioms. Since, both positional inferences, presuppose an assumption regarding cognitive psychology, in that, they both require interpretive associations regarding knowledge. Hence, they inextricably link knowledge and knowledge transfer as a cognitive process. From this dual philosophical standpoint, it is important at this point to acknowledge the subject groups cultural background, which will be apparent in the research data collection. It is also important to note that one of the few alternate ideologies capable of challenging and transcending prevailing knowledge transfer streams is Islam. This is because, this philosophical position or what is sometimes referred to as fundamentalist position, possesses a repertoire of powerful symbols and subsequent organisational approaches readily adaptable to political science in an occidental context. However, as an academic opinion, this is very important for this discussion, since if I endorse this axiom then I can endorse both hermeneutics and foundationalism. This is important as I can therefore begin to approach epistemological issues regarding the definition of knowledge and knowledge value from a pragmatic centre, which otherwise may escape me in this research. Dealing with these difficulties has led to the construction of two diametrically opposed views subjugated from an occidental perspective on the nature of Islamic philosophy versus occidental philosophy.

The most influential view is that which stems from the work of Leo Strauss (1959), and which represents Islamic philosophy as having a great deal to hide in their writings. I think it is important to note that although Strauss espoused the utility of religious belief, there is some question about his views on its value, considered intemperate and irrational (See Strauss 1995, Political Science and Politics). Strauss continues that this philosophical position is taken to be involved in the skilful dissimulation of their genuine irreligious and Greek-inspired opinions. Further, it is done in such a way that their fellow thinkers would follow their arguments to their logical conclusion. While more modest intellects would be satisfied that they were in the presence of theories acceptable to Islam. The identification of underpinning Islamic philosophical axioms related to this argument can be attributive to many authors but none more so than Al-Ghazzali (See Choudhury,1997) Al-Ghazzali

writings span at least 400 volumes. A central objective or caveat of Al-Ghazzali in all his writings was the unity of knowledge, rooted in the Oneness of God, as the path for all moral concepts, ultimately, leading to the belief in God. Philosophically, this view is remarkably similar to Kant (see Kant '1781 a critique of pure reason') for whom reason was the categorical imperative of freedom and free will. Kant, however, believed that it was a clear exposition of morality which led to belief in God. Importantly, in relation to knowledge, at the centre of Ghazzali's ideal state is the individual with a spiritual as well as a social personality. Clearly, this Islamic concept of an individual within a spiritual social community sharply contrasts with Occidental self-centred and profit driven economics. From a philosophical perspective no such annulment is possible in Islam. Thus, from an Islamic philosophical perspective, analytically, the central logic of occidental economics is that knowledge has value as a resource capture for profit-driven capitalism. Resource capture here is by means of capitalisation (Mehmet 1995, pp. 25-9) and subsequently adds that over time, all non-capital resources will be transformed into new forms of capital. Natural resources would therefore become ecological assets, knowledge. In summary, knowledge value from this perspective, viewed as intellectual is for a singular point 'for profit'. However, if one were to adjudicate a philosophical position at this point one could ask, is it possible to extend epistemic knowledge of these principals . That is, to make these concepts themselves precise and to gain comprehensive and secure insight about the fundamental relations that are present among them, moreover, the axioms that hold for them.

Epistemic Principal

Hence, to be able to adopt a philosophical starting point regarding an epistemic principal from which to define knowledge. Knowledge, from both perspectives it seems, must consist, at least to a large extent, in a clarification of knowledge value, that does not consist in definition alone, and therefore must possess a systemic for such a clarification using an epistemic principal. To fully debate this point would be extensive to say the least, however in the caveat of knowledge transfer, in a business context, the understanding of complex interactions of philosophical positions agrees with the premise suggested by Drucker et al. This is an essential underpinning to business success and competitive advantage, and warrants further investigation outwith this discussion. The philosophically identifiable positions of knowledge at this point can state that any knowledge can be experienced, but has to be justified as a true belief before it can be termed knowledge. Similarly, to assume any value or relevance to the sender or receiver of it the acceptance of the tripartite theory of knowledge, Belief, Truth and Justification (epistemic principal) must also be inferred. It is important, at this juncture to also distinguish between truth and perceived truth in the context of the knowledge experience relating to knowledge value. For example, when conceiving as a faculty for distinguishing between truth and falsity, any experiential decision that would lack the cognitive status, traditionally ascribed, would be considered false (See, Blackburn 1987; Craig 1985; Wright 1989). Accordingly, from the standpoint of knowledge value, it is important to consider the evidence of this knowledge when deciding if it is true or not, on the basis that the knowledge itself has to be better understood before it can be transferred or if it is

simply the empirical cogency that has been transferred. To allow a pragmatic approach to understanding value of knowledge as a 'thing' that has to be transferred, the axiological foundationalism significance of the human perception of knowledge would appear to be a significant contributing factor. Similarly the construct of our knowledge is parallel to doxastic attitude as discussed previously. Through reconciliation of foundational and doxastic positions, one can now view knowledge and knowledge value as a singular construct, although this can now be characterised through a multitude definition but not as a singular epistemic principal.

As a precursor to many theoretical positions based on philosophical precedence, Winter (1987) identified four succinct knowledge dimensions which would enhance this capability to position knowledge relative to a personal interpretation: tacit vs articulable; not observable vs observable in use; complex vs simple; and dependent vs independent of a system. Zander and Kogut (1995) developed constructs of knowledge into five distinguishable parts: codifiability; teachability; complexity; system dependence; and observability. Additionally, Grant (1996) regards knowledge into two separate categories: knowing about (covering facts, theories and sets of instructions) and knowing how (involving skills that are expressed through performance). This development of knowledge construal's allowed (Blumentitt and Johnston 1999) to further identify knowledge into four, perhaps common sense, categories; Codified Knowledge, Common Knowledge, Social Knowledge, Embodied Knowledge. Davenport's and Prusak (1998) define knowledge as:
"Knowledge is a fluid mix of framed experience, values, contextual information, and expert insight that provides a framework for evaluating and incorporating new experiences and information. It originates and is applied in the minds of the knowers. In organisations, it often becomes embedded not only in documents or repositories but also in organisational routines, processes, practices, and norms" (p.5). Coakes and Sugden (2000) explain that these and other theorists have discussed: declarative knowledge (knowledge about something - a shared understanding of concepts, categories); procedural knowledge (knowledge of how something happens); and causal knowledge (knowledge of why something happens and can thus enable strategy formulation). Kalling and Styhre (2003), knowledge is emerged when information is placed in a particular context, and is often associated with a specific persons thoughts and actions that are influenced by their values and beliefs. Knowledge may be discussed from many philosophical and theoretical positions and could be classed as multi-faceted as previously defined. What is clear from this discussion is that knowledge, in whatever proximity its understanding is derived from, is easier to position in terms of value if it is first categorised. This categorisation of two types of knowledge which can be related to a business context, in terms of this discussion at least, will fall into either Tacit or Explicit knowledge.

This perspective indicates that investigation and understanding of knowledge is important, since at its core, the study of knowledge transfer is concerned with the process of moving useful knowledge from one place to another. A problem, from a philosophical perspective confuses this issue, in that, if it is difficult to define the experiential primitives, such as personal experience, then it will be equally difficult to define the primitive concepts of knowledge. For example, Castaneda defines

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Knowledge as an 'elusive concept', and many others have had their say on the subject without definitive conclusion. (See Descartes 1644 , Leibniz 1673 , Kant 1787, Aristotle , Berkeley 1710 , Hume 1739). Thus, the question of why knowledge is more valuable than mere true belief, is really why issue of why knowledge is more valuable than any proper subset of its parts. That is, does an actor specifically desire knowledge rather than any epistemic standing. The importance of this distinction between the two value problems is seen by considering that in some cases justification adds value to a mere true belief not to the knowledge. If this last point is right, then one might reasonably argue that the fact that knowledge entails justification since there would now be a property of knowledge which mere true belief lacks and which affords greater value to knowledge over mere true belief. This discussion would argue however, if an actor in this position would thereby have an understanding of justified true belief. Then the account of the value of knowledge ended at this point. Thus the epistemic value is of a justified true belief and not of the knowledge nor the sum of its parts. Undoubtedly, this adds to the misunderstanding regarding any knowledge definition and any subsequent analysis or research therein. It is therefore surprising that such anomalies are considered almost redundant when enthusiastic interpretations of knowledge in a business context (Blackler,1995; Badaracco 1991; Winter 1987, and others) are debated at length. In this sense, the literature purports one fundamental assumption regarding the philosophical position of knowledge, that, if given the correct circumstances and understanding, knowledge and its value can be created and universally transferred, unproblematically. Szulanski and Jensen for example, regard knowledge as an 'instantaneous process'. While Blumentitt and Johnston (1999) surprisingly add that, 'information gains further value when it is used in new contexts …. and is transformed into enterprise specific knowledge in the process' This philosophical position being the case, it is easy to understand why knowledge would be deemed a useful resource to a business of firm even without proper conceptual understanding of its nature and perhaps content or understanding. Consequently, many theorists focus their attention on this line of reasoning, and support justification for their research with pre conceived understanding relating to knowledge transfer practitioners influencing effectiveness of knowledge transfer, in a business context. Similarly, its ultimate efficiency, underlining communication as an all incumbent sub set of functions(See Kogut and Zander 1996) There is also a unified acknowledgement that there are conditions under which knowledge transfer experience gained by one unit can enhance or hinder knowledge creation in another unit (Darr, Argote, and Epple 1995; Argote, Ingram). Thus, suggesting the characteristics of knowledge acquired by one actor affect knowledge creation in another one. But, as there is still a disunity in the exact definition of knowledge, Szulanski defines knowledge as a 'causally ambiguous set of routines', this seems to contradict the previous paragraph as to why a focus on something that is misunderstood exists in the first place. This is especially significant since according to Blumentitt and Johnston (1999) the recipient of knowledge needs to have a cognitive understanding of it for it to be useful. Although ultimately confusing, this is a very important and perhaps critically recurring point throughout the literature from a philosophical perspective. It determines that the extended route of knowledge in a transfer scenario, the knowledge is not regarded as an invariable or singular concept. Though ultimately significant, throughout the philosophical positioning within the

literature, it is the transfer parameters which adopt the focus of prioritised importance and not the definition of the knowledge being transferred. This position of knowledge understanding and communication is in itself derived from a sequence of parameters which are classified from a philosophical position of justifiable truth and belief. Although Sayer (1984) argues that knowledge of that real world both fallible and theory laden. Thus, if this philosophical perspective reflects the locus of knowledge understanding, then one can conclude that the philosophical perspective of the knowledge to be transferred will also be derived from these unclear epistemological milieus. Therefore, in summary, from the majority of the literature, the theoretical ingredients or constituent parts of knowledge are understandably from a primarily occidental philosophical perspective. (See Descartes 1644 , Leibniz 1673 , Kant 1787, Aristotle , Berkeley 1710 , Hume 1739). Conversely however, the central tenet regarding Islamic understanding of knowledge was the unity of knowledge is simply rooted in the Oneness of God (See Al-Ghazzali, Choudhury 1997). Thus, the Occidental perspective, which is prominent in mainstream literature, involves philosophical support by paradigms and archetypes of knowledge as discussed in this chapter. Thus, any epistemic principal, overarching business activity and relating to business success, gives knowledge 'value' by this occidental premise alone and not as a justification of any other epistemic principal.

CONCLUSION

This discussion has focused on outlining and assessment of current and historical knowledge philosophy, theory and positioning, but at the same time, places it within the realms of a business context. It concentrated on the epistemic principal of knowledge. The literature in this section indicated that the epistemic principal of knowledge is important as at its core the study of knowledge transfer is concerned with the process of moving useful knowledge from one place to another. However the literature concludes that at present there is no consolidated definition of knowledge in a business context …. or any other for that matter. Therefore, in the next chapter, the interaction of epistemic knowledge principal from a knowledge transfer practitioners point of view is examined. This will identify if there are any alternative perspectives to knowledge and knowledge transfer posited from mainstream business management literature, specifically relating to underpinning business practices, success and competitive advantage .

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BUSINESS PERSPECTIVES of PHILOSOPHY AND KNOWLEDGE: Knowledge State

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Purpose: Theoretical perspective

ABSTRACT
To date, there is an identifiable disunion in literature as to where the locus of attention for knowledge transfer should be. Felin and Hesterly, (2007) remark that knowledge is created and initiated at the organisational level. Conversely, (Inkpen and Dinur, 1998) indicate that knowledge creation is initiated and knowledge transfer is conducted at the individual level. This being the case, this discussion will surround the potentially insurmountable problem, in that, before the knowledge is transferred it has become 'unstable' in its validated state.

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To begin with consider the following example; Suppose ***q*** entails ***p*** and the argument from ***q*** to ***p*** is affirmed as knowledge by both ***q*** and ***p***. Is the belief in the transfer scenario from observer ***s*** sufficient to sustain ***p's*** belief in ***q***. Moreover what if **s** rejects the interaction of ***q*** and ***p*** as a sound principle of meaningful purpose. It is unclear under these conditions of scenario as to the justification of **s** in believing ***q's*** belief in justification of ***p***. From this example, what is posited is an irresolvable position, in that, there would never be an acceptable or validated state from which to measure the success from and this underlines much of the problems associated with knowledge transfer presented within the literature. This is because it is actually and inductive argument, in that, it dictates that a conclusion will be formulated from inferences which do not actually support it. Since, in this case, which is the normal sequence of events for knowledge transfer in a business or organisational environment, one cannot provide any strong support for justification of the scenario as being empirically sound. This view assumes the projected biased assumption within the literature, since, although it redirects analysis towards the relationally constructed nature of knowledge, through the lens of interpretation and thus, signifies a shift away from simple event, or sequenced accounts of transfer, it does not go beyond simple, process accounts of interpretation of the transfer mechanism. In addition to this, the literature reviewed does not identify a perspective position of the definition or what role these concepts play in human cognitive understanding or the relationship to participant characteristics, only that they may exist to interfere with the flow of knowledge at some obscure point. Most literature assumes this myopic biased view regarding interaction, for example (Adler and Clark, 1991; Argote and Epple, 1990) simply addresses performance differences between groups or businesses, and as examined by (Dutton and Thomas, 1984) using prescriptive asymmetries in

knowledge transfer, both however neglect the interactions of non positivist positions within the socially complex knowledge transfer process. This assumption is underlined in work by (Nonaka et al 2000) who, for example, see knowledge creation as a social activity process, and continue that knowledge is created through the dynamic interactions among individuals and/or between individuals and their environments, but without conclusive definition of either. Thus, at times the analysis within the literature, is complex, highly nuanced and poorly demarcated and, in this authors view, at times slanting towards realism, in that: almost every declarative statement is either true or false, regardless of whether this can be unequivocally verified from a positional perspective, which seems overtly dichotic. However, I can conclude from the literature reviewed in this chapter, regardless of the explicit start and end point of the transfer scenario, complex interactions of context and perspective take place.

Current management practices dictate that many observations regarding management practices are required to not only to validate the start and end points of the processes, but also how to determine the success of the whole process based on the core value of competitive advantage. Hence, as is evident from the literature, there have been many extensive studies and attempts to examine the understanding and importance of the role given to knowledge, the knowledge transfer exchange characteristics and the interaction of personal experience, in the environment of occidental groups or businesses, all previously discussed herein. From this, it can be concluded that many of the contributions fall within the framework of individualist and collectivist perspectives on the locus of existing knowledge frameworks within organisations. However, in positioning themselves at this point, many authors perhaps overemphasise social and organisational knowledge within a collectivist perspective, since, as I have seen, several contributions explicitly deal with the interactions between individual and collective levels and in doing so neglect other conceptual and theoretical positions.

Thus, most scrutiny originates from two epistemologies.

- *First: analysis, which stems from a particular theoretical position, implicitly framed, grounded in positivism, and unidirectional in its focus.*
- *Secondly: analysis that is applied over a range of theoretical approaches, although almost entirely framed within a pragmatist viewpoint, perhaps offering too much qualitative flexibility.*

Therefore, what is clear is that there is no singular ideal theoretical framework for conclusively conducting research in this field. This leads this author to conclude, that many of the grounded theory approaches stem from a set of procedures and data coding, almost thematic in analysis, (see Ryle and Dennett), rather than declarative commitments of fully grounded theory, which requires the analysis to be theoretically developed. Moreover, conclusive statements seem to evolve around the level to which the statement can be verified at a semantic or explicit level, and often do not explore any latent or interpretive level of data. This is often related to previous or historical literature, in as much as, it is used as a baseline for formalising the depth of analysis from description to interpretation which only include summarised patterns of content, and thus attempt to theorise the significance of these patterns, omitting the implications of their broader meanings and deeper significance. However, in maintaining this position, miss important underlying expectations, conceptualisations and ideologies. This, instigated much confusion, for this author at least, in the examination of the literature, given that, if the themed analysis is from a realist or

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essentialist approach, then it is possible to analyse and explore motivations and meanings in a relatively straightforward way, thus implicitly discussing an unidirectional relationship between meaning and experience, encompassing the language required to explain this interaction. However, if one were not to focus on individual and motivational psychology, the schema would be constructivism, and would therefore put the development of sociocultural phenomena in context to allow the structured conditions of individual experiences to be provided for. In direct relation to this, the characteristics of knowledge are fundamentally important for conceptual understanding of the overall schema, since it defines how the expected prerequisites of knowledge originate from the source and recipient. Moreover, it defines how this experience is absorbed and reiterated as knowledge and thus subsequently interacting with the knowledge transfer performed, and as such, a prefix of the knowledge and experience of the process. Therefore, because of this fundamental interpretive position, many authors appear to individualise synthesis of broader conceptual understanding, invariably adjusting to hybridise quantitative and qualitative methodology as necessary (see Von Krogh and Roos, 1995) and perhaps understandably, there should be this provision for judging dual criteria or categories. Thus, internal homogeneity and external heterogeneity would be obviously stated as identifiable distinctions that should cohere meaningfully, as this would be fundamental in defining clarity within the hierarchical construct of the data, and certainly in relation to this particularly large and complex phenomena. Ultimately, this need for dichotic coherence would seem to underpin the relative instability between the many competing themes of analysis viewed within the literature. This being the case, the literature identified defining characteristics of mainly positivist perspectives on knowledge.

The main division in epistemology is however, whether knowledge is the result of active creative processes or a passive personalised process, and most of the current literature on management perspectives conceptualise knowledge with this philosophical underpinning. For example, (Grant 1996) suggests that;

> "explicit knowledge is revealed by its communication. This ease of communication is its fundamental property". (Grant 1996, p.111)

While from this perspective, there is broad agreement within the literature, in that knowledge can take different forms, most importantly between tacit and explicit knowledge, there is an assumption and sometimes optimism that much of the organisational knowledge possessed by workers can be codified into an explicit form. This view is understandable, in that, from a knowledge transfer milieu, tacit and explicit knowledge are regarded as quite separate and distinctive types of knowledge, with explicit knowledge typically being privileged and prioritised over tacit knowledge. This view, as previously explained, is largely because explicit or codified knowledge is typically characterised as being objective and easy to transfer, while tacit knowledge is assumed more problematic, subjective and context specific. This view is evident from the majority of literature reviewed and specifically highlighted by (Dreyfus and Dreyfus, 2005) who noted that tacit knowledge is highly personalised and embedded within individual expertise. Thus, from this view, an initial step in the management and sharing of knowledge is to codify as much knowledge as possible. This sharing mechanism of knowledge between people is easily identifiable with the characteristics of a 'transmitter–receiver' model, where it is assumed codified explicit knowledge can be passed from one person to another unproblematically and that communication, and associated technologies play a key role in knowledge

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management processes and maintain significance with the sender and receiver. This localised philosophy, as I have seen from the literature reviewed will ultimately lead to an understanding, in which the myopic dichotic analysis is ostensibly to individualise dualism. To emphasise this point , (Schultze and Stabell, 2004) explain, these epistemologies as dualism and duality, that form an underpinning discourse of neo functionalism, however this view is clearly inconsistent with, and does not give acknowledgement to, any ideological perspectives. As a result, knowledge is considered as having attributed intrinsic functions of, difficult or non-difficult, in its association with knowledge transfer and is therefore a constant within any business, or indeed philosophy. This focus seems limited in its view, since as I have seen from the literature that a complex interaction of structured tools and methods are needed to investigate and offer remedial solution to recognised problems. This view is also too simplistic, since knowledge will incorporate and be incorporated into experience, whatever hierarchy predominates a group, is fundamental in any social constructionism and therefore should, in most cases, not be simply equated to interactive pneumonic suppositions as opposed to divergent hermeneutics and typology.

Likewise, in the context of cross-cultural transfers of knowledge, whilst it is acknowledged that cultural variations are inevitably going to affect such transfers, it is nevertheless important to consider the type of knowledge experience being transferred in its own right, and this is observed by (Bhagat et al., 2002), in discussing transfer effectiveness but is not developed to any substantial conclusion. Hence, current academic literature on the subject of knowledge and knowledge transfer, encompass many diverse standpoints, from a broad range of disciplines, communicating the fundamental interchangeability of the literature and the involvement of multiple specialties. However because of this interchangability, theoretical and practical contexts, are often ‘substituted’ (von Krogh et al. 1994) or ‘borrowed’ (Reed and DeFillippi, 1990). This diverse foci, relative to both the cognitive and philosophical foundation of the transfer mechanism and scenario, are incorporated in much more focused research by (Van Knippenberg 1991; Nussbaum, 1999) who attempts to minimalise this interchangeability and outline the importance of knowledge understanding and experience within the complete transfer scenario. But, according to (Webber, 2001) there still remain succinct contextual differences regarding origins, language, culture, and interpretation surrounding the transfer scenario. Moreover, whilst the current knowledge transfer literature is extensive and highly variegated, it is evident that despite this magnitude of writings, it lacks any clear definition that can laconically capture the role of communication, interaction, learning and decision making, hence making the role of knowledge within knowledge transfer a generic communality in contextual terminology. This generic communality is a simplistic over-generalisation regarding the implications of the context, and this over generalisation contributes to the confusion and ambiguity in the exactness of underpinning concepts regarding knowledge and its role in knowledge transfer. However, some current theories that do share a common hybridised approach, and in most instances, try to use nominal generalisation, but end up tending to require more variable interpretation than any offering of definition. To underline this position, (Cranefield and Yoong 2005) inform us that, as knowledge becomes more highly specialised, it develops its own terminologies, which may go some way in explaining this fundamental underlying problem of borrowed and hybridised generalisation. To emphasise this, (Renzl, 2008) notes the terms ‘‘knowledge sharing’’ and ‘‘knowledge transfer’’ are often used interchangeably, and this is evident within literature.This

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approach was highlighted by many authors as being attributed to the many contexts which are associated with the large diversity of barriers surrounding any knowledge transfer scenario. However, these barriers, or resistance communality, are not transcended to, nor expanded through, philosophical interpretations of experience or distinct epistemological positioning, within any of the literature reviewed thus far. Therefore, since there is a diversity in the current literature, not only with relative theory but also with positioning of the problematic focal point of the transfer process, a further synthesis is required to distinguish what I know from what I do not.

Because of the phenomenon of knowledge proposition, I cannot accept unconditionally that all knowledge from the proposition of truth and belief has value, however any knowledge that is useful or believed to be of use to a business has a value associated with its acquisition or resource. That is, I value knowledge more than unsubstantiated true belief. Moreover, according to (Drucker, 1993), the only meaningful resource that can lead to the obtainment of beneficial social and economic results is knowledge, although it appears it does not matter as to the truth of knowledge resource. The significance of knowledge as a tactical resource and its role in business competitiveness has also been widely debated and recognised (see, Grant, 1996; Nonaka et al., 2000) and has been previously discussed in this study. Knowledge and specifically the transfer of it has become a substantial management burden to organisations (Teece and Pisano, 1998). Within the literature it is apparent that knowledge therefore is a resource for businesses to achieve a sustainable competitive advantage in the marketplace (Kogut and Zander, 1993; Lippman and Rumelt, 1982; Teece, 1982;). In addition to this, a study by (Grant 1996) specifically focused on the management of human assets and the subject of individual and organisational knowledge communication (Grant, 1996). This is consistent with the strategy literature presented by (Martin and Salomon, 2003) who concluded that the ability to transfer and integrate knowledge within an organisation will significantly affect organisational performance. In discussing transferability, (Conn and Yip, 1997) and later, (Laursen and Mahnke, 2001), identified key enablers in the knowledge transfer process that help facilitate successful transfers which contribute to organisational performance. In the same way, (Minbaeva et al., 2003), highlighted this in their research and discussed , in some detail, specifics to remove knowledge sharing obstructions within the workforce, consistent with the work of (Swart and Kinnie, 2003), in a similar study. Following on from this, (Martin and Salomon, 2003) attempted to characterise the largely contradictory pressures for knowledge to be inimitable and transferable and describe where tacit knowledge transfers to foreign locations as both ‘promising and problematic’. Additionally (Zander and Kogut, 1995) and emphasised by (Grant, 1996a), discuss the assortment of influences which render the transfer process problematic or ‘sticky’, famously identified by (Szulanski, 1996). Likewise, (Simonin, 1999) reaffirms that the degree of tacitness is the most significant determinant of knowledge transferability. In continuing with this theme, Dove (1999, p. 1) postulates that:

> “new knowledge has no value until it is applied”, (Dove, 1999, p. 1)

and when it is, it introduces change into the environment, which generates value.

This view from Dove seems simplistic enough, and appears to be prevalent throughout the literature reviewed, but relevant only in as much as to direct the research conclusion by comparative analysis, in that, it emphasises the propositional differences between ‘explicit’ and ‘tacit’ forms of knowledge which represent an ability to react to organisational change and development, and expands on the work of

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Nonaka and Takeuchi from 1995 . The propositional inference appears to ignore the in-depth foci that this propositional understanding would represent. As pointed out within this and other sections, there is no dispute within the literature regarding the importance and even position of knowledge relative to, either tacit or explicit positioning. Therefore, it is somewhat surprising to find that there are no definitive, analytic and synthetic positions proposed, since, analytic propositions advance propositions, which are true, simply by virtue of their meaning. Synthetic propositions**,** unsurprisingly**,** are not. This *a priory* state, which appears to underline an important variable in the knowledge transfer process, is only tentatively explored and discussed by (Cranefield and Yoong, 2005) who explain that even if the parties involved are willing to make an effort to share knowledge through interaction…. the parties may be still be unable to transfer knowledge smoothly, therefore the underpinning analysis may seem pointless. Furthermore, it may be questionable whether there is a legitimate distinction to be made between these two positions, which is itself an area highly debated among philosophers, (See Quine's, 1951 critique of the, 'Two Dogmas of Empiricism'). Complex knowledge would therefore require complex interaction to use it, and this is identified by (Polanyi 1969), who states that complex knowledge sharing is the transferring of information that is specific to the organisation or group and involves subjective insights, intuitions, hunches and know how. Expanding on this (Orponen, 1983), investigated this position from a different context but concludes that existential and universal sets of variable quantifiers are often related to a hierarchy defined by these quantifiers, (see, Orponen, 1983, *Complexity classes of alternating machines with oracles. in 10th Intemat. Colloqium on Automata, Languages and Programming, Lecture Notes in Computer Science, vol. 154, Springer, Berlin, 1983, pp. 573-584).*This position is important to understand, as the literature suggests that effective transformation of knowledge from individuals or groups is essential if the organisation is to benefit from the knowledge as a resource. Thus, knowledge transfer authors generally discuss the exponent of interaction as the interaction between explicit or codifiable, and tacit or uncodifiable knowledge (Bresmanet et al. 1999). To emphasise this point, it is recognised within the literature that tacit knowledge can only be 'embedded' in people and culture, (Argote and Ingram, 2000) and its transfer is widely regarded as problematic (Teece, 2001). Explicit or codified knowledge, which can be 'embedded' in 'repositories' like documents and its transfer is seen as relatively unproblematic (Argote and Ingram 2000; Simonin, 1999). This interaction is especially true for smaller businesses who can be more acutely affected by this interaction phenomenon (Bresman et. al., 1999). This is further exemplified by (Quinn, 1992), who clarifies to a succinct point, that the economic and producing power of a business invariably lies within its intellect and servicing capabilities, and thus communal interaction at many levels, rather than with its hard assets such as land, plant and equipment. (Bhagat et. al. 2002), further posit that virtually all public and private enterprises, including the most successful companies, are becoming repositories and facilitators of intellect and knowledge. According to (Barney, 1991) resources that are rare, inimitable, and non-substitutable are able to generate competitive advantage for businesses and thus knowledge is often deemed to possess all these interactive characteristics (Huber, 2001). Therefore, it can be argued that any knowledge, specifically in this context, that gives financial stability to any business, individual, group or community has value and thus will necessitate its transfer to create additional value for the transferor and transferee and consequential interaction thereof. Thus, it is virtually impossible to conduct business on a daily basis without this interaction process taking place. These knowledge transfer interaction

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difficulties have been treated as anomalies (Szulanski 2000), while (Huber 2001) goes so far as to say that what I know about knowledge transfer is exceeded by what I do not know. In essence, the interaction of variables possess the possibility to intercede or act upon business interaction and dictate governance and will therefore be at the core of knowledge transfer scenarios in a business environment.

CONCLUSION

In this discussion, when I look at interaction regarding knowledge transfer, it suggests the presence of interactions can have important implications when the interpretation of variables interest or relate. Thus, the relationship between each of the interacting variables (sender and receiver) and a third 'dependent variable' (transfer scenario), depends on the value of the other interacting variables. In practice, however, this makes it more difficult to predict the consequences of changing the value of a variable, particularly if the variables it interacts with are hard to measure (tacit knowledge), and/or difficult to control (tacit/explicit interaction). Another way to consider this is that there may be differentiating variables over sets of words. This interactive anomaly relative to knowledge transfer within organisations, and between groups, does raise ethical considerations, particularly where there is an imbalance in relationships between employer and employee or in the levels of perceived relative need for knowledge resources and hierarchical governance, for example between worker and co-worker or organisation to organisation (Harman et al, 2003). Thus, there is vindication that knowledge is important to many individuals in many contexts, and the governance of interaction is therefore a primary factor in any logical business decision making process. Hence, for knowledge analysis to be useful in the context of a business environment, the knowledge should be personally viable but, should also be acceptable in the social contexts in which actions are to occur. Therefore, the critical study of non-religious secular (Scientific) business practices surrounding knowledge and knowledge transfer, must therefore also include the critical study of personal experience in business practices, both of which are essential for the implicit understanding of a general concept of how knowledge is subjugated and understood from any knowledge transfer experience, context or perspective in a business environment.

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Introduction

Contemporary literature around business development gives apposing reasons for general business failure, and one key facet often noted is a lack of a structured process at start-up. This disparity may arise from the lack of processual understanding between the overarching concept of an entrepreneurial characteristic (Chen & Elston, 2013; Estay, Durrieu, & Akhter, 2013; Martínez-Fierro, Biedma-Ferrer, & Ruiz-Navarro, 2016; Rae, 2012), and elements of decision making (Ahn, Ettner, & Loupin, 2012; Fillis & Rentschler, 2006; Haak-Saheem & K. Darwish, 2014; Lambooij & Koster, 2016).

To make this point of view effective, the objective of the paper seeks to define multi-faceted knowledge transfer experiences as a single perspective drawing from a Leibniz view of conformist relationship development within a reality, and how this position affects key decisions within new business start-ups. Similarly, The development of philosophical thought from Kant (1724- 1804) and Hegel (1770-1831) serves as a backdrop to these definitions. To achieve objectivity, we will analyse underpinning theories around business startups as experience, creative marketing, business development and success in the context of competitive advantage (Hussain, Ajmal, Khan, & Saber, 2015; Mohanbir Sawhney, 2006; Popescu, 2013; Sun & Yi-Ju, 2014).

Business based Knowledge overview

In his theory of knowledge, Kant divided reality into two types: phenomena and noumena. We experience phenomena only by the senses in the things we see, hear, taste, touch, etc. The noumena, or the reality behind appearances, the thing-in-itself, can never be known by the senses, and hence cannot be known at all. Noumena, may refer to God or the existence of the soul.

Thus, the significance of duality in establishing an entirety of the universality could be interpreted as somewhat remiss from a business perspective. In this case, misunderstanding the problem of heteronomy (Alam Choudhury & McNutt, 2010; Masudul Alam Choudhury, 2016) leads to the difficulty from current business management literature in segregating mind and matter from a priori and a posterior reasoning.

We may say that the position of knowledge in relation to a religion is very important, since throughout its extended route through any business process, it is the experience or interpretation of transfer parameters (Alekseeva, Mishlanova, & Sgem, 2014; Koh & Gunasekaran, 2006; Pedrycz, Russo, & Succi, 2012) which often adopt the focus for prioritised importance. Nonetheless, contemporary literature synthesis indicates that there is still a theoretical disjunction as to the exact role of religion within this process. Further, if and why it (religion) is specifically linked to the many forms of perceived business success (Dai, 2012; Kessler, Pachucki, Stummer, Mair, & Binder, 2015; Lock, 2010; Tervonen & Haapasalo, 2012) and the role it plays within any other process in which it exists as an element. Moreover, in its practical usage, generalist interpretation ~ *of knowledge* ~ does not automatically indicate full significance of the knowledge content nor its transfer or absorptive capability. Certainly, we can argue that this may be as a result of the lack of fundamental understanding of knowledge (Martelo-Landroguez & Juan-Gabriel, 2014; Mir, 2013; Pritchard, 2010). Such that, circumstances of knowledge and the religious scenario where it exists as a reality, may be

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dynamically linked and related to business success, but will inevitably be from two very distinctly different phenomena, almost certainly, outwith leadership control or organisational structure.

On the one hand, propositional clarification regarding justified beliefs, which would interact with a transfer process or depend on anything else, for example experience, would, for justification, require knowledge related to transfer success. Additionally, any attempt to clarify the problem simply by stating that interpretation arises from the impossibility of a theocratic matter interrelationship seems counterintuitive. What we can say is that reason may be subjected to the problem of heteronomy and rests with interpretation alone. An interpretive religious perspective on the other hand (Rasmussen, 2015; Reimer-Kirkham, Pesut, Sawatzky, Cochrane, & Redmond, 2012; Shaw & Thomson, 2013; Vasconcelos, 2013) encounters a dichotomous revelation and reason phenomena and thus, become competing premises of understanding reality. Whilst this is arguably the basis for conceptual misunderstanding, it fails to be specific in the definition of epistemological reasoning in the context of experiential exchanges from a business perspective (LeVeness & Primeaux, 2004; McDermott & Pietrobelli, 2017; Ziakas & Boukas, 2014). Thus, interpretive success is more likely if the sender and receiver of knowledge are internal to the same experiential boundary or share a superordinate identity. Religious experience (Cassaniti & Luhrmann, 2014; Fedor, 2012; Fernandes, 2015), in this view, has clear cogency of any proposal, epistemically legitimate or not, and this is fundamental in defining any knowledge to be transferred or exchanged.

Thus, interpretation of success, in all regards, regards inferential epistemic dependence (Aslesen & Harirchi, 2015; Goldberg, 2013; Newell, 2015; Soames, 2014; Wobcke, 1995) as a structured causal relationship, in that, would infer that knowledge has no dependence on the source or recipient for anything. A view from Bonhoeffer (1931) (Holder, 2009; Mawson, 2014; Weaver, 2004) expands on Kant's theory of knowledge and its connection with Theism (Abrams, 2015; Masudul Alam Choudhury, 2006; M. A. Choudhury & Bhatti, 2016). Thus, critical consciousness, morality and judgment or religious belief become fundamental to the construction of a truth or knowledge. Whereby, knowledge of experience (Lacy & Cash, 2008; Mir, 2013; Turner, 2014; Verbin, 2000) comes to man who is incapable of understanding the nature of his knowledge, and therefore knowledge of Deity has to be transferred or exchanged. Therefore, driven by the belief that presupposed decisions are embedded in the experiential process, as such, business practitioners may attach value to invalidated external knowledge (*religion*) rather than validated internal knowledge of a business process.

In this regards, it is easy to interpret successful knowledge transfer and knowledge-sharing practices critically depend on knowledge assets, the capability of communication channels, and the absorptive capacity of the knowledge recipients. From a social constructionist perspective (Hammond, 1998; Holt & Mueller, 2011; Kirschner, 2010; Phillips, 1991), it is clear why knowledge may be socially produced and defined through its social usage and linked to a religious perspective. Thus, in doing so, arguments take on meaning within the context of on-going knowledge transfer practices and interactions from the practitioners point of view. Wherein, structures, practices, and routines accumulate within and across organisations and observe facets and interactive conduits needed for successful knowledge transfer.

However, a commonality perpetuates these dyadic epistemological positions, since, both positions assume that knowledge is embedded in, and determined by, disembodied structures

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that influence people's decision making ~ Leader ~. The implication here is that knowledge comes with its own descriptive communication ciphers, and thus enable the receiver to interpret wholly and unproblematically, as intended by the transferor . This being the case, thereis an identifiable disunion in many approaches to success validation, as to where the locus of attention for knowledge transfer success should be.

Clearly, we can appreciate that knowledge is created and initiated at the organisational level, conversely, knowledge creation is initiated and knowledge transfer is conducted at the individual level. What is suggested represents an irresolvable position, in that, there would never be an acceptable or corroborated state from which to measure knowledge transfer success from, as such, underlines much of the problems associated with the linking of knowledge transfer to business success and competitive advantage. Moreover, this dichotic state is fundamental in any approach since it is actually *an inductive argument*, in that, it presupposes a conclusion will be formulated from inferences which do not actually support a conclusion. Constituent parts such as experience and perception do not underpin any attribute of knowledge in this sense, but simply exist as an asset having value to the actors in its non-component form .

Nonetheless, it is clear that the knowledge sender and the knowledge receiver, emphasises the importance of effective mechanisms, but do not require laconically descriptive competencies to render the transfer effective and/or successful. This clear symmetry in the relationship of individuals motivational attributes, problematically affecting the knowledge transfer mechanism is clearly still an ongoing issue, without specific resolve, even after many years of associated study. Subsequently, many who follow a similar epistemological direction, offer no tangible contrary objectives to any subjective descriptions. In that, any described propositional distinction, whose predicate concept is contained in its subject concept; which in the case of knowledge transfer would no doubt incorporate elements of understanding and experience, is deduced from an analytic proposition.

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Knowledge transfer experiences factors in an organisational context are well examined within the background of defined processes by which one type of organisation learns or is affected by the experience or development of another. Authors in the field of knowledge transfer experiences (Gershon, 2003; Kirby, 2004; Morgan & Ammentorp, 1993) explain that because many factors of process are dependant on interaction the effectiveness and efficiency, or non efficiency, of the factors of interaction require a mechanism to support it. It is clear why this would be advantageous since may authors consistently agree that there are benefits to any organisation who successfully manage knowledge transfer experiences and learning (Vu, Napier, & Hoang, 2013; Zaleski, 2011), and these are identified and discussed by (Koc, 2007; Laforet & Tann, 2006; Pretorius, Millard, & Kruger, 2006) around the incumbents to do with knowledge transfer experiences exchange processes. More recently, (Ampantzi, Psyllou, Diagkou, & Glykas, 2013; Baporikar, 2013; Bouncken & Kraus, 2013; Jernström, Karvonen, Kässi, Kraslawski, & Hallikas, 2017) defines this further, explaining and acknowledging the usefulness of successful knowledge transfer experiences factors and exchanges and the substantial importance and interaction of organisational learning, social practices and management structures to the evolution and exchange of innovation between organisations. Moreover, experts such as (Marzo & Scarpino, 2016; Saini, 2015; Wynarczyk, 2013) confirm that competitive success is seen as dependent on the business ability to activate all of these different kinds of innovative thinking and not focus on a single decision or innovation type. However, these hypotheses only explore the context of an organisation caveat and do not address or contribute to the understanding and interpretation of these factors of interaction and knowledge transfer exchange mechanisms to and from social or personal perspective (Alexander, 1964; Martelo-Landroguez & Juan-Gabriel, 2014; Nonaka & Teece, 2001; Saini, 2015; Zaleski, 2011). Moreover, they fail to explore the intrinsic parts of the mechanism in any detail and subsequently fail to establish the broader implications of any psychological associations or direct relationships attached to the factors of direct business success.

According to the following authors (Alexander, 1964; Marcati, Guido, & Peluso, 2008; Wilson & Stokes, 2005) some aspects of knowledge transfer experiences factors theory is rooted in psychology. Furthermore, these authors highlighted the substantial difficulties surrounding the definition of knowledge transfer experiences factors and interpretation of this phenomenon (Vu et al., 2013). To elaborate these difficulties various literatures have examined and explained a variety of aspects on how to manage and understand innovation and how to identify and

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examine the social motivational aspects. Most of this work is based on the conceptual differences and interactions between tacit and explicit knowledge within innovation (Bachmaier, 2015; Mooradian, 2005; Muñoz, Mosey, & Binks, 2015; Segawa & Ikawa, 2012).

Innovation and knowledge at start-up

The dissimilarity between tacit and explicit thinking within innovation is discussed in some detail by (De Saá-Pérez, Díaz-Díaz, & Ballesteros-Rodríguez, 2012; Filieri & Alguezaui, 2012). Whereby, the various aspects of how to manage both the innovation creation process and the social aspects of subsequent interactions needed to make the innovation successful are examined. This re iterated by (Davenport & Bibby, 1999; Nonaka & Teece, 2001) who examine and discuss the usefulness of the innovation process and suggest that psychological factors may play and important part of the motivational process. However, authors such as (Davenport & Bibby, 1999; Nonaka & Teece, 2001) underline the difficulties related to the usage of conventional empirical research in the development of innovative elements that can be deemed useful as a start-up context. These difficulties are also addressed and described by (Davenport & Bibby, 1999; Nonaka & Teece, 2001), as important in both an individual and group context. These definitions and explanations highlight the difficulty required in defining what the understanding of innovation is from a number of differing contexts and what is psychologically significant about the underlying phenomenal concepts in relation to a business start-up. Regardless of this, literature does not identify a perspective position of the definition or what role specific psychological elements may play in the social interactions needed to start a new business. Authors such as ;(Bullard, Emond, Graham, Ho, & Holroyd, 2007; Copus, Skuras, & Tsegenidi, 2008) suggests that the quality of the innovation from the factors of interaction and recipients' perception is '*important*', thus, the social identity of the innovation to be utilised is equated as having value and therefore an evaluation of the usefulness of the Innovation is supposed by each.

The significance of this process within innovation perception, or what identity the innovation is given before it is utilised, is discussed by (Linke & Zerfass, 2011; McGrath, 2009; Mowles, van der Gaag, & Fox, 2010) who recognise that many researchers have stressed the significance of reasoning and moral choice. Thus, underpin the consequence of the decision making process in defining the significance of the perceived innovation, and therefore affecting how the interaction of the mechanism influences the factors of interaction .For this study, without this conceptual philosophical understanding of innovation, definition of the success of the factors of interaction mechanism cannot be established (Manoela & Cecilia, 2013; Taneja & Mundra, 2011). Moreover, how the relationship to business success may increase and decrease as interpretation moves from one understanding or viewpoint of innovation, and the another.

Modern scholars such as (Taneja & Mundra, 2011; Turnbull & Eickhoff, 2011) considers facets of culture to contribute to the knowledge transfer experiences process. Such that, any culture must have a strong set of core values and norms that will encourage the active participation of any group member and thus reciprocate knowledge transfer experiences factors within the group. Thinking about the usefulness of knowledge transfer experiences from this cultural perspective (Aydin, 2012; Faulkner & Kent, 2001) explains that elements of culture , by its nature, is embedded into the very fabric of society and culture and therefore creative and creative experiences derive from it. In discussing elements of culture in an organisational context , contemporary authors such as (Culkin, 2016; Czarniewski, 2016; Enjolras, Camargo,

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& Schmitt, 2016) explain that 'culture experiences' form part of our fundamental education and often support the process for development personal development of innovation gathering and understanding. Therefore, suggesting that interpretation of elements of culture and culture which focus on interpretive styles of analysis relating to knowledge transfer experiences factors must be used to develop an understanding of the experience which people are part of. From this perspective (Aydin, 2012; Faulkner & Kent, 2001) develop and examine the nature of innovative truth, as it applies to elements of culture and defines this interaction as a clear reflection of the importance of understanding innovation from a personal perspective before it is utilised or exchanged. For example, (Gbadamosi, 2015) focuses on the point that people from ethnic minority backgrounds are disadvantaged in the pursuit of careers, specifically due to the misinterpretation of the innovation required to be successful in a particular field. Whereby, this may be partly due to the cultural differences in the interpretation of innovation factors available to them and which are identified as a success (Aydin, 2012; Faulkner & Kent, 2001).

Authors such as (Koc, 2007; Marcati et al., 2008; Massa & Testa, 2008) explain that cultural and innovation interactions are often seen as significant, as close relationships and good reputations will increase potential for successful knowledge transfer experiences factors. Further, these authors try to identify different kinds of innovation and cultural experiences and practices which are generally accepted as though they are universal and applicable to all societies and cultures. Other authors identify key aspects which need to be considered. (Chaudhry & Crick, 2004) for example looked at the restaurant sector to identify which strategic element of culture could help the development of the business. Although they did identify the need for continual monitoring of the new business , they did not identify any parts of the start-up which merited specific attention.

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Leibniz and Knowledge transfer

Relating back to the analogy of Leibniz year, we can see that knowledge of a synthetic a priori proposition is exceedingly difficult scenario to interpret at any level, since it is impossible to determine which synthetic *a priori* propositions are true . In which case, metaphysics as a discipline, to interpret fundamental truths for knowledge transfer, would be impossible. Moreover, one could also see the interaction from which positivists draw a distinction, in that, analytic proposition would infer a proposition whose truth depends solely on the meaning of its terms in this case the context of the knowledge inference. Similarly, analytic proposition, could suggest a proposition that is true or false by simple definition or could simply mean a proposition that is made true/false, entirely by conventions of language and syntax.

However, some current theories that do share a common hybridised approach, and in most instances, try to use nominal generalisation, but end up tending to require more variable interpretation than any offering of definition. For example, Nonaka's yearexplicit and tacit categorisation of knowledge has similarity with Boisot's reference to codified and uncodified knowledge. However, both models suffer the same limitations, in that codified and uncodified are but two discrete unrelated categories of knowledge.

The following model, The Significance Model, is based on a reality framework, drawn from Leibniz, and incorporates key elements of contemporary theory. Thus, indicates the

complex integration of knowledge justification and validation needed to accumulate to a commonality of significance, in this case competitive advantage .

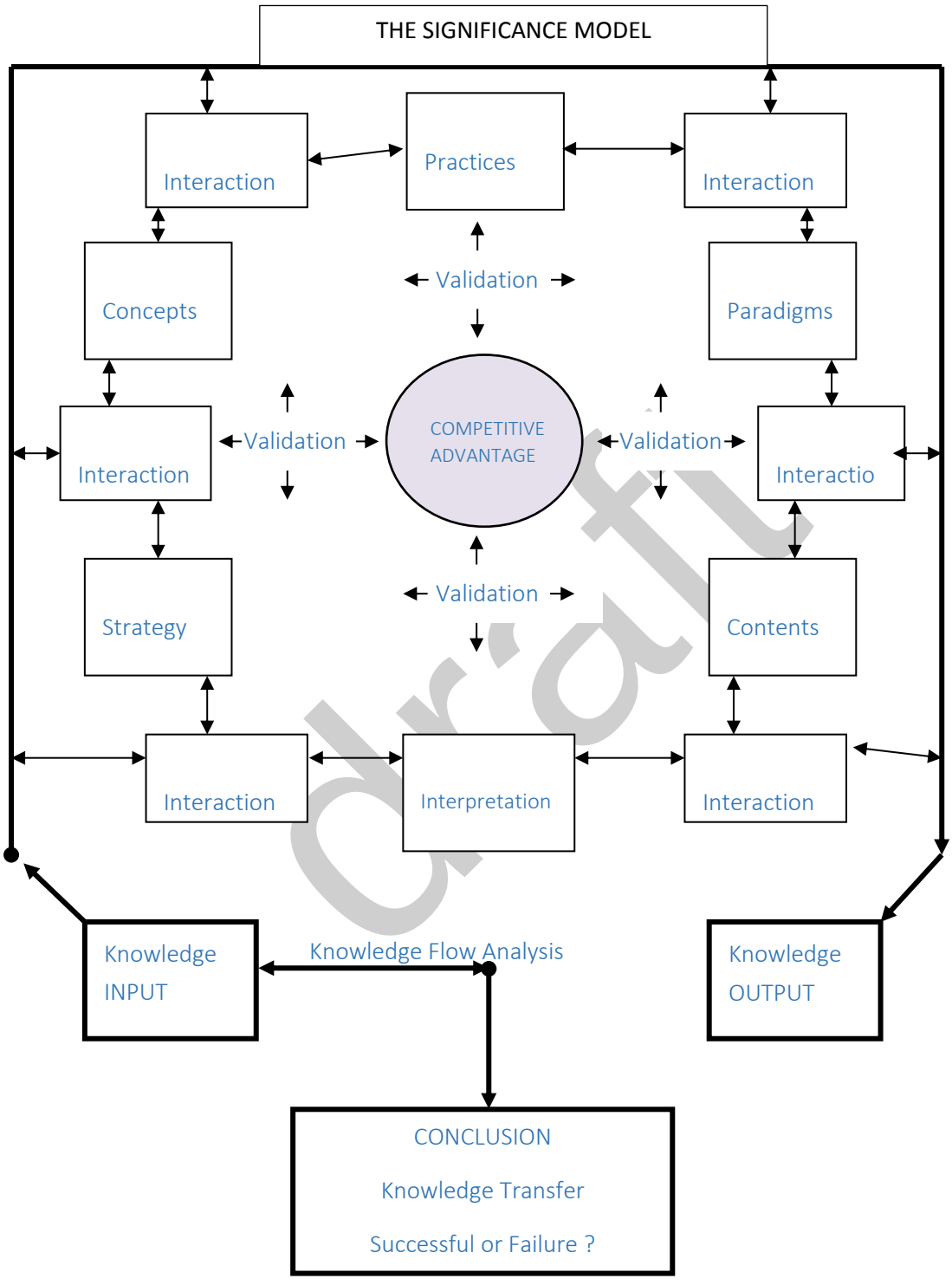

Figure 1: The Significance Model

Concluding Thoughts

In this paper we successfully argued that there are other, less than contemporary approaches to examination of business theory and signifies a shift away from simple event or sequenced accounts of transfer. This is a view which may give insight to knowledge transfer elements, which would be otherwise difficult to see or examine.

Contemporary literature assumes a projected biased assumption, since, although it redirects analysis towards relationally constructed nature of knowledge through the lens of interpretation, it does not go beyond fundamental process accounts of interpretation of the transfer mechanisms. It is clear from literature the entrepreneurs seek and edge to competitive rivals and this comes as a combination of capability and knowledge transfer experiences. It was also clear that transfer experiences played a significant role in helping the entrepreneur achieve these desires. Some of the main features of knowledge transfer experiences were highlighted as being important and when examined were clearly significant in many different ways to the participants.

Nonetheless, for the authors, it was ultimately difficult to pinpoint which specific element of knowledge transfer experiences is responsible for a specific business attitude. It is clear also that knowledge understanding is an important factor in knowledge transfer mechanisms, and therefore definitive interpretation is vital to the understanding of knowledge transfer effectiveness and success. Specifically, the inference of causal ambiguity of the knowledge itself becomes primarily important, since inability to map relationships between a capability and performance outcome, widely regarded as a commonality, has a direct effect on consequential successful or unsuccessful transfer.

Few elements of the conceptual literature identifies any perspective or definition of what role relationship roles play in cognitive understanding of knowledge, only that they may exist to interfere with the transfer of knowledge at some obscure point. Most theoretical assumptions adopt this myopic biased view regarding actors interaction surrounding knowledge interpretation, as a consequence, performance differences between groups or businesses are often examined by simply using prescriptive asymmetries linked to knowledge transfer success, but without definition of success.

This assumption neglects the interactions of non positivist positions of the actors within the socially complex knowledge transfer process. Thus, internal homogeneity and external heterogeneity would be obviously stated as identifiable distinctions that should cohere meaningfully, as this would be fundamental in defining clarity within the hierarchical construct of the data, and certainly in relation to this particularly large and complex phenomena. This localised philosophy ultimately leads to an understanding, in which the myopic/dichotic analysis is ostensibly to individualise dualism.

To emphasise this point we can see these epistemologies as dualism and duality, that form an underpinning discourse of neo functionalism, however this view is clearly inconsistent with, and does not give acknowledgement to, any ideological perspectives related to knowledge or knowledge transfer. As a result, knowledge as an experience is considered as having attributed intrinsic functions of, difficult or non-difficult, in its association with knowledge transfer, business success and competitive advantage. This supposition is underlined in work around knowledge creation as a social activity process, and continue that knowledge is created through

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the dynamic interactions among individuals and/or between individuals and their environments but without conclusive definition of any relationship attributes. The problem with this literature position is that the consideration of ontological and associated epistemological relevance of a deific unanimity, which is at the core of some ideological positions is not coherently represented, is missing from any theorem presented thus far in any literature and is remiss from any acknowledged interaction theory. Furthermore, this position is ignorant of other ontological perspectives, which may not be interceded by democratically ambivalent, occidental philosophies, politics and law and may be quite the reverse.

Additionally, many observations relating to knowledge transfer management practices are intended to validate the start and end points of the knowledge transfer processes, but fail to define the success of the whole process based on the core value or principals of business success and competitive advantage. Thus, at times the analysis within the literature although complex and highly nuanced, is poorly demarcated and at times slanting towards realism, in that, almost every declarative statement is either true or false, regardless of whether this can be unequivocally substantiated from a verifiable perspective.

This overall view is developed in analytical terms in most literature and discriminated with scientific heritages regarding positivism and rationalism, however the intransigent ability of this theoretical view is deliberately focused and biased to explain both truth and falsehood with a scientific secular underpinning. Even though religious, and cultural partialities were mentioned as important factors within the knowledge transfer process, the resultant intransient social interactions at various levels of (all) knowledge communities were not explicitly specified as having any ability to significantly influence knowledge transfer by any increase or decrease in their respective social capital. This seems to be a fundamental omission from most current theory direction, as any heterarchical group, may itself contain fundamental constituent elements that would inevitably be central in establishing a productive starting point for any knowledge based framework, as it would involve both group base and personal experience.

Similarly, if knowledge is constructed within understood social contexts, that is, acknowledging that the world exists, epistemologically, this constructivism must be based on a wholly subjectivist position. Thus, from this literature view, there would only be a single view relating to experiences in the world, hence, this solipsistic literature position is also too truncated to be critically analytical in observing knowledge transfer linked to business success and competitive advantage. Therefore, for this paper, we can conclude that whilst knowledge transfer experiences remains important for a business, particularly around start-up capability, the actual verifiable template to support this as a conduit to success and competitive advantage remains elusive.

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Theoretical Development: Specialism, Achievement, Coordination, (SAC) model – Kantian Perspective

ABSTRACT:

From a Kantian perspective, in this discussion, we looked to develop a new multi perspective model to scrutinise psychological processes involved in forming positive decision-making protocols, based on formulated expectations and/or impacts to a positive outcome. Within the study, sales executive research conference, we used aspects drawn from Lyapunov theory, which concerns the behaviour of dissimilar but "*proximate*" resolutions to a specific problem, to investigate dynamic factors of personalised key expectations. This was done in an effort to develop effective attribution linked factors applicable in areas of specialised research (sales). The new structure adopted, called the (SAC) perspective, includes aspects of (Specialism), whereby, Persons or information, which can help, deliver applicable insights and deliver information on the product in the right manner. (Achievement), whereby personalised achievement may be aligned to the objectives of the organisation. (Coordination), whereby, personalised involvement coordination related to activities such as reporting, analysis, relationship building. Utilisation of this paradigm allowed determinable elements of expectation, which, directly linked to specific events and facilitate elements of personalised interest underpinning aspirational outcome(s). Thus, making decision making a more a priori judgment, and therefore, easier to predict and act upon.

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Introduction

It is fair to say that investigation around knowledge of natural science and elements of mathematics yield somewhat easily to a 'Kantian' form of analysis. Clearly, fundamentals of synthetic *a priori* judgments of metaphysics can be considered as aspects which are difficult to understand let alone explain. In this circumstance, from a modern business perspective, we can see why many recent attempts to expedite realistic notions of intuition into credible business strategies remain, for the most part, silent. As such, it is justifiable to consider a more metaphysical strategy when reasoning transcendence to experience by facilitating elements of pure reason as strategic starting points for a decision. In this case in a business context.

In this regards, in his theory of knowledge, Kant divided reality into two types: phenomena and Noumena. We experience phenomena only by the senses in the things we see, hear, taste, touch, etc. The Noumena, or the reality behind appearances, the thing-in-itself, can never be known by the senses, and hence cannot be known at all. Noumena, on the other hand, may refer to God or the existence of the soul. Perhaps even linked to salient points of theo-political treatise (Bartuschat, 2010)

As a broad stance of directive application therefore, regarded authors such as Spinoza explain that religion or controlled social interaction, by its nature, is embedded into the very fabric of society and therefore, from a business perspective we can see why intuition, knowledge and experience derive from it (Spinoza, 1689; Spinoza & Willis, 1868; Spinoza, Zweig, & Elwes, 1943). Kant rightly defines this phenomena as a plausible starting point for education, critical consciousness, morality and judgment. It is therefore easy to see why religion, discussed in this context, may be acknowledged as part of fundamental process for development and subsequent personal progress. From a structured business perspective, as is often the case in many business orientated decision making process, authors use this predicate to seek and establish an instance of synthetic a priori and discuss differentials from this point. Kant argues that the possibility of experience a priori concepts become presupposed, such that the predicate of a position is not analytically nor logically contained within the synthetic *(subject).* As such, the truth is verifiable autonomously from experience *(a priori).*

From a Kantian perspective, authors such as (Mueller, 2011; Palmquist, 2008; Timmermann, 2010) introduce the idea of self-revelation; in which someone who is incapable of

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understanding the nature of his own knowledge and if this knowledge, which has to be transferred or exchanged, does so as a construct of externalism , or, is cognition and pantheism merely related to the individuals experience. In this regards, (Mendes-flohr, 1979) for example seeks to delineate the position between existentialism and Zionism. In this case the context is somewhat irrelevant but the focus on conflict is the key juncture in terms of tolerance, causality and, in a specific business context, intelligibility, leading to expectation of outcome. This now becomes a critical paradox and significant in the development of any decision-making or exchange juncture as both can be linked to intuitive positioning or judgement. A working or practice based experience in this view, has clear cogency of any proposal, epistemically legitimate or not, therefore, is fundamental in defining what is to be transferred or exchanged to underpin the decision. Generalist authors note that there is developing interest in measurable cooperation (Marchand, Fowler, & Kokanovic, 2006; Servaes & Lie, 2013; Tucker & Thorne, 2013), and many would agree that there is an increased emphasis on examination of productivity based around this view (Ángel Calderón Molina, Manuel Hurtado González, Palacios Florencio, & Luis Galán González, 2014; Dulipovici & Baskerville, 2015; Pérez Mesa & Galdeano-Gómez, 2015).

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Justification for the Study

The area and definition of specific 'sales research' has elementary gaps to support an underpinning philosophy, such as those evident in other disciplines. The focus in this study surrounds developing contemporary approaches to structured sales research and looks to advance these to definitive trajectory of understanding based on Kant's Analogies of experience.

Analogies of Experience

Kant considers it appropriate to apply empathetic structure to reality, as we understand it, by assembling *a priori* dictates encompassing possible experiential perspectives. As applied in the Analogies of Experience, each concept of relation establishes one of the preconditions of experience under one of the modes of time: duration, succession, and simultaneity.

Substance: The experience of any change requires not only the perception of the altered qualities that constitute the change but also the concept of an underlying substance which persists through this alteration. Thus, Kant supposed that the philosophical concept of substance is an *a priori* condition for our experience.

Cause: What is more, the experience of events requires not only awareness of their intrinsic features but also that they be regarded as occurring one after another, in an invariable regularity determined by the concept of causality. Thus, Kant responded to Hume's scepticism by maintaining that the concept of cause is one of the synthetic conditions we determine for ourselves prior to all experience.

Community: Finally, the experience of a world of coexisting things requires not only the experiences of each individually but also the presumption of their mutual interaction. Thus, on Kant's view, the notion of the natural world as a closed system of reciprocal forces is another *a priori* condition for the intelligibility of experience.

Thus, this perspective is based on regulative principles imposed in advance on everything we can experience. We are justified in doing so, since only the pure concepts of the understanding can provide the required connections to establish synthetic *a priori* judgments, which can underpin any decision. Unless these concepts are systematically applied, any unity of apperception cannot be achieved, thus no experience can be made intelligible.

Bearing this perspective in mind, a review of current sales orientated literature asserts that contemporary developments in sales management research explain fundamental developments in the area of expectation (Blumberg, 1995; Chen, Peng, & Hung, 2015; Johnson, Barksdale, & Boles, 2001; Rossignoli & Ricciardi, 2015) and the arena between personal selling and broad based buyer interaction (Albers & Mantrala, 2008). A similar view surrounding customer relationship (Chawla & Guda, 2013; Harris, Mowen, & Brown, 2005; Keillor, Lewison, Hult, & Hauser, 2007; Zallocco, Pullins, & Mallin, 2009), has indicated a move toward a more relationship orientated selling solution. This is a similar interpretation to those supported by a definitive customer focused culture discussed by (Craig & Roy, 2004; Dewsnap & Jobber, 2000; Djavlonbek & Triveni, 2010; J. J. Lawrence, Haines, & O'Neill, 2005).

It is therefore easy to see how different kinds of experiences and practices within businesses and organisations are becoming generally accepted as though they are universal and directly relate to personal development and decision making. As a point of opinion, it is therefore unsurprising why this broad based overview dictates the strategic importance of focus within an organisation, however, emphasises a structured and methodical paradigm.

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From a research perspective, this equates to difficulty in identification of internal and external influences on which direction to research would benefit. Such as those described by (Ouellet, Facal, & Hebert, 2015) which related to a measurable outcomes, but leaning towards a management or organisational view. Commentators reviewing the performance of the sales person and performance often identify the relationships involved in a research scenario (Krishnan, Peterson, & Groza, 2015). Whereby, are often critiqued from the overture of a personal selling technique, principally, one which revolves around a process of definitive or elemental terms of reference. Wherein, the resulting two-way flow of communiqué is intended to form compatible decision-making processes as an evaluative riposte.

It could be suggested therefore, that the effect of this broad based purview conceals a phenomenon, currently missing from contemporary sales research. Such that, yet, it has been difficult to identify key elements, which directly control the process of continuous analysis from an empirical and somewhat logical critique. Most certainly from any decision making perspective (Polanyi, 1966) and more broadly as an underpinning objective, that is, which elements induce a negative effect on persons involved in the transient or overlapping interaction of research perspective. (Lorimer, 2002; Losee, 1997; Shaw & Davis, 1983).

As such, one could argue that because of the limitations imposed on currently adopted research paradigms, presumably to act as vehicle for interpretation surrounding this interaction, most views become indeterminate of personal relevance and thus, lack substantive rigour in determining measurable differential states. (Becker, Jors, & Block, 2015; Chan, Hsieh, & Y. Chen, 2014; Gu, Tang, & Jiang, 2015). Therefore, most perspectives seek only to separate academic criteria into component part of examination, not examine them as whole or combined influences which may form a single frame of reference for a logical perspective for a decision based solely on desired outcome.

The summarised data from this study will therefore support this argument by indicating the expectation from service users as to what is an appropriate direction for sales related research, and we shall relate this to current literature and studies to approximate an expedient. To underpin this perspective, we looked to establish cogency, from the view of actors involved at decision making levels within sales and selling in some capacity, and tried to align this standpoint for academic pursuit and practical benefit.

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To establish a baseline for analytical competence , we also draw from previous work done in the broad area of "sales research" from authors such as (Geiger & Turley, 2003) who discuss Methods in sales research and (Keillor, Parker, & Pettijohn, 2000), who contemplate relationship-oriented characteristics and individual salesperson performance.

Contrary to current research, this study then looks to place these as antecedents to predominant sales research initiatives. Thus, although there are many worthwhile and interesting studies done in the area of effective sales, we argue that there are the better ways to develop strategic areas of sales research, which would appeal to the academic community and from a practical level, to the organisational/managerial community.

Theoretical Framework

Utilising Guba and Lincolns' (1994) structure to encompass research paradigms, and informed by (Whiteley, 2012) structured evaluative process, the overarching framework used within this study could be considered post-positivist (Zaidi, Couture-Carron, Maticka-Tyndale, & Arif, 2014). Determinates of comparable research paradigms (Auh, Spyropoulou, Menguc, & Uslu, 2014; Goebel, Deeter-Schmelz, & Kennedy, 2013; Mallin, O'Donnell, & Hu, 2010); can be drawn from multifarious sales structures and theories, however, by overarching the broad based theoretical paradigm, this study focuses the frame of reference to a specific expectation of the survey participants.

Given the large and often confusing theoretical determinants related to effective sales research, the initial theoretical framework for the study is somewhat broad. Structures which we determined would support robust theoretical interpretation for a pragmatic and determined sales research strategy were drawn from adaptation level theory (Tang, 2014), since this would be reflective of the internal reference which represents expectations in regard to a products value formation. Similarly, aspects of competing theories such as attitude model (Gupta, Melewar, & Bourlakis, 2010) and negotiation theory (Beaulieu, 1987; Bilodeau, 2003; Ruth Wilson & L. Thompson, 2014) clearly needed to be considered as fundamental to the onset framework. However, from the data collected, we would look to develop this into a new multi perspective model to scrutinise psychological processes involved in forming positive research expectations and/or impacts. Thus, importantly, key expectations, which will develop effective

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sales research, and those which can be attributed to factors applicable in most areas of specialised 'sales' research–

Table 1: Key underpinnings of new sales related research Paradigm (SAC):

• *Specialist theory :*
▪ *Persons or information which can help deliver applicable insights and deliver information on the product in the right manner.*
• *Achievement theory:*
▪ *Personalised achievement should be aligned to the objectives of the organisation.*
• *Coordination theory:*
▪ *Personalised involvement coordination related to activities such as reporting, analysis, relationship building*

Utilising this paradigm would allow us to determine the expectation of actors to appropriate research events and facilitate elements of research interest, which are not only academically specific, but robust and practical. For example, if we underpin on personal selling as discussed by (Cummins, Peltier, & Dixon, 2016), some key aspirations of research orientated from this perspective would include critique and examination of selling any goods/services or products, directly to the customer.

Thus, require sales professionals to develop systematic approaches to decision making, which are not only efficient, but also flexible enough for differing customer types and situations. Given this elemental baseline, we can now impose a topological paradigm to allow stratification of both objective and subjective frames of reference – from a sales research juncture this would be;

Table 2: Topological paradigm

1. Prospecting - (H. J. Lawrence, Contorno, & Steffek, 2013)
2. Pre Approach - (Keillor, Parker, & Pettijohn, 1999)
3. Approaching the prospect - (Carter, Kaufmann, & Michel, 2007)
4. Sales presentation - (Johlke, 2006)
5. Handling objections (Mabaquiao, 2009)
6. Closing the sale (Wilson, 1996)
    a. *Clarification*
    b. *Psychologically oriented*
    c. *Straightforward*
    d. *Concession*
7. Negotiation (Perkov, Primorac, & Kozina, 2016)
8. Persuasive mechanism (Dierksmeier, 2011)
9. Problem solving strategies (Jehn, De Wit, Barreto, & Rink, 2015)
10. Personal relationships (Henneberg et al., 2015)

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A comprehensive review of current literature underpinned the scope of the study and was drawn from over 14 prominent journals with a central focus on research orientated discussion and elemental evaluation.

Table 3 : Review of literature

1.	Journal of Business Ethics (JBE)
2.	Journal of personal selling and sales management (JPSSM)
3.	Psychology & Marketing (P&M)
4.	Journal of Consumer Marketing (JCM)
5.	International marketing management (IMM)
6.	Journal of Marketing (JM)
7.	Journal of Marketing Research (JMR)
8.	Journal of Business & Industrial Marketing (JBIM),
9.	Journal of the Academy of Marketing Sciences (JAMS)
10.	Journal of Business Research (JBR)
11.	Marketing Science (MS)
12.	International Journal of Research in Marketing (IJRM)
13.	Journal of Marketing Theory and Practice (JMTP)
14.	Journal of Applied Psychology (JAP)

A broad but structured evaluation of literal significance as an average over the journals is shown as a % (out of 100) of definition of criteria and was useful in determining the depth and value of the literal significance:

Table 4 : Review of significance

Case Study	34
Methodology	60
Longitudinal	12
Qualitative	78
Quantitative	22
Survey	26
Conceptual	12

Following on from this underpinning, a 9 point evaluation survey , similar to that used by (Angela Titi, 2013) in the area of knowledge sharing was used to help assimilate structured and relevant data as a literature comparative in the area of sales and sales research.

The population sample was mixed male (Group 1) and female (Group 2) of workshop attendees (n=70) who were looking to enhance and develop specialist skills within a sales context. The study used mixed method to identify erosion curves related to stages of personal perspectives and related these to key elements within contemporary research. From a quantitative perspective, the study examined key indicators of sales research expectation and evaluation, in the context of event participants.

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Table 5: overview of the participants:

Male ~ Group 1	32	46%	q1	Job/Role level
Female ~ Group 2	38	54%	q2	Area of Expertise
			q3	Sector
			q4	How were you informed of the event
			q5	Knowledge/Interest in sales/selling
Grand Total	**70**		q6	Knowledge/Interest in sales orientated research
			q7	Interested in future events of this nature
Sdev Analysis			q8	Interested in sales workshop involvement
Population Sdev	1.09		q9	Require more information
Sample Sdev	1.05		question response = a,b,c,d	
			Code = 1,2,3,4	
Trend	1.00			

Table (a) shows the interpretive stage of the participant interaction. Table (b) indicated the expectation pretext of the attendees and table (c) indicates the level of academic development in and around sales orientated education.

Table (a): Interpretive Stage~ (SAC) ~Specialist theory

Q1	**– Job/Role level**
(a)	Exec
(b)	Manager
(c)	Student
(d)	Other – Please Specify
Q2	**– Area of Expertise**
(a)	Sales
(b)	Development
(c)	Training
(d)	Other – Please Specify
Q3	**-Sector**
(a)	Food/Drink
(b)	Service/outsourcing
(c)	Tourism
(d)	Other – Please Specify
Q4	**-How were you informed of the event**
(a)	Email
(b)	Telephone
(c)	Word of mouth
(d)	Other – Please Specify

Table (b): Expectation Stage ~ (SAC) ~Achievement theory:	
Q5	**– Knowledge/Interest in sales/selling**
(a)	High
(b)	Medium
(c)	low
(d)	Other – Please Specify
Q6	**– Knowledge/Interest in sales orientated research**
(a)	High
(b)	Medium
(c)	low
(d)	Other – Please Specify

Table (c): Development stage~ ***(SAC) ~ Coordination theory:***

Q7	**-Interested in future events of this nature**
(a)	High
(b)	Medium
(c)	low
(d)	Other – Please Specify
Q8	**-Interested in sales workshop involvement**
(a)	High
(b)	Medium
(c)	low
(d)	Other – Please Specify
Q9	**-Require more information**
(a)	High
(b)	Medium
(c)	low
(d)	Other – Please Specify

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This allowed the study to ensure determinates for both assumptive and categorical data flows for each section by developing a dynamic asymptotic significance range based on Kants original perspective. This is shown in the following data sample extract at (Q5) *(SAC) ~Achievement theory ~* from the original survey done at point. Additionally, likelihood ratios collected either linearly or ad hoch supported the following table which indicated the gender specifics of the sample group and indicated the asymptotic significance of each gender related to the *(SAC)* model of significance.

Thus for Q5 the likelihood of a significant relationship to sales via research would be – 3.839, indicating that the *(SAC)* approach would likely be beneficial to this group indicated as an asymptotic significance of 0.279. – Thus, no difference for men or women.

		Q5				
		1	2	3	4	Total
	Female	8	12	11	7	38
	Male	6	9	5	12	32
Total		14	21	16	19	70

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	3.794[a]	3	0.285
Likelihood Ratio	3.839	3	0.279
N of Valid Cases	70		

The overview allowed a combined perspectives for each *(SAC)* section both academic (literature) and managerial to be immediately identifiable from a centralised frame of reference around the perceived benefits of research in sales.

This allowed a levelled starting assumption to be considered as an element of research, which is capable of delivering a wide-ranging comparative overview of sales and sales development, but at the same time delivering actionable and practical sales research, which would be relevant to this population.

Therefore,

H0: there is a specific gender relationship to sales (thus sales research) $p\ (Xi > yj) = 1/2$

H1: There is no specific gender relationship to sales (thus sales research) $p\ (xi > yj) \neq 1/2$

Wherein assimilation of a two-tailed test where xi is an observation of the first sample and yj is an observation of the second.

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	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Q1	70	3	1	4	2.74	0.755	0.571	-0.569	0.287
Q2	70	3	1	4	2.37	1.106	1.222	0.270	0.287
Q3	70	3	1	4	2.77	0.995	0.990	-0.247	0.287
Q4	70	3	1	4	1.54	0.793	0.629	1.203	0.287
Q5	70	3	1	4	2.57	1.098	1.205	-0.018	0.287
Q6	70	3	1	4	2.47	1.151	1.325	0.101	0.287
Q7	70	3	1	4	2.33	1.164	1.354	0.288	0.287
Q8	70	3	1	4	2.70	1.026	1.054	-0.271	0.287
Q9	70	3	1	4	2.61	1.195	1.429	-0.200	0.287

Basic Lyapunov theory, similar to that adopted by (Yogalakshmi, 2015) was used to test the stability of association between established research entities of sales outcome experienced within the population and gauge the quality of the actual amount of sales research literature in a specific area. From this starting point, analysis consisted of the development of both textual and graphical clarification, and for simplification, will be split into 3 comparable sections linked to the previous section.

This indicates interaction with sales research initiatives and allows a baseline to be established for gender influence or bias, relative to observation and academic underpinning from a theoretical perspective. Whereby, the highest number of possible (*paired*) comparisons is (*NxNy*), wherein, nx equals the observations group 1 and ny equals the observations in group 2. This process now allowed us to formulate an evaluation sensitivity for each group and applied to a dependant variable as a literature perspective.

Thus, the is based on the comparison of each *(SAC)* observation point from the first gender group with each observation from the second gender group with a relationship to experience of an event and academic awareness. Thus, relative to sales research in an academic or practical existence as a frame of reference for the participant, from this population, each datum of group 1 will have an equal chance of being larger or smaller than each datum of group 2, that is to say a probability p of one half (1/2).

From this perspective, this study was able to ascertain a deeper understanding of contemporary issues, specifically between key variables recognised as contributing to “sales” effectiveness and how this could underpin future research trajectory based on a decision making protocol.

For this study, we also include interpretation of variable determinants such as: expectations (Aggarwal, Castleberry, Ridnour, & Shepherd, 2005), communication (Atkinson & Butcher, 2003), and feedback (Andiola, 2014). Furthermore, current main areas of sales person orientated literature (Chaker, Schumann, Zablah, & Flint, 2016) , sales outcomes (G. Wang & Netemeyer, 2004) or specific sales research (Goebel et al., 2013), concentrate on and are often restricted to the examination of the sales outcome (Kraus, Haumann, Ahearne, & Wieseke, 2015; Shannahan, Shannahan, Bush, & Moncrief, 2016; G. P. Wang & Miao, 2015).

Conclusion:

Initial findings indicated a high level of misunderstanding when defining substantive 'sales research' and this was emphasised by the broad nature of what "sales research" might be. This indicated the broad based nature of the interpretive stage, that is to say, "what was the nature of the event in relevance to sales research". This conflicts with much of the current literature in the sales research arena, which examined the consequences success or effective sales from a single practical perspective. Contrary to previous studies, subjects in this study found it difficult to be exact about which specific sales research trajectory would be best for them as a sales orientated research objective. From the initial data collected and the intermediate analysis – at least around gender interest, we can see that although there was initially a majority of interest from female participants. However, we would predict that the current research trajectory would be most appealing to male participants in the longer term.

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Investigations with institutional distance.

A PARENT COMPANY'S ABILITY AND CROSS-BORDER M&A PERFORMANCE: An empirical analysis

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Drawing from Berry's nine-dimension-theory, the institutional distance discussed within this study was divided into four dimensions that include the regulation distance (including political distance and legal distance), economic distance, cultural distance and knowledge distance.
Empirical data, showed reverse conditional influence around the effects of "Liability of Foreignness". We combine both the macro and micro level factors i.e. institutional distance and parent company's core competency (ability).
Analysis was based on 60 samples of companies that completed cross-border
Results indicate that cultural distance has a negative relationship with cross-border M&A performance, while the parent company's absorptive capacity has a strong positive relationship with cross-border M&A performance. Furthermore, both play a mediate role in institutional distance, which has a measurable effect on cross-border M&A performance.

Keywords: institutional distance; internationalization; absorptive capacity; cross-border merger and acquisition; performance

The character of cross-border M&A activities has motivated many researchers to explore factors which may affect their success. Whereby, the "*distance*" between the two parties of cross-border M&A is considered important, wherein, institutional distance is reflected as a central concept point within many contemporary research perspectives, discussed by influential authors such as (Choi, Lee, & Shoham, 2016; Li, Vertinsky, & Li, 2014; Liou, Chao, & Yang, 2016). Further, institutional distance and cross-border M&A performance have been hypothesised as significant by contemporary researchers such as (Berry et. al, 2010; Denk et al., 2012) and authors such as (Kostova, 1996; Salomon & Wu, 2012; Higon & Antolin, 2012). Nonetheless, there is limited knowledge around how mechanisms of institutional distance specifically enact on the performance of cross-border M&A activities.

In practice, it could be said that cross-border M&As have become a key driving force for the development of the world economy, however, 70% of these activities have not exceeded an expected business value. Practitioners in the field argue that the central aspect is the institutional distance between the host country and home country. Thus, contemporary research from focuses mainly on the macro level. As such, insufficient attention is given to the parent company's characteristics from a micro perspective. Moreover,, cross-border M&A in emerging economies has increased rapidly in recent years while most empirical research is primarily centred on samples from developed countries.

To achieve a pragmatic and informed perspective, we have focused on the mechanism of institutional distance which can and does influence performance of cross-border M&A. The contributions of this paper are clear, whereby, analysis of the institutional distance in micro level is based on statistical data rather than a qualitative phenomenological perspective.

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Secondly, to illustrate the mechanism, the use of "*Characteristics*" as the mediate variable combines the macro and micro level data.

Chinese firms' globalisation strategy started by entry into the neighbouring Asian developing economies, and there is evidence to suggest this was happening in the last 5 years. According to Zhang and Filippov (2009) many Chinese firms are becoming increasingly active in overseas M&A activities, particularly throughout the last 5 years. In this regards, there is evidence to suggest that China's distinctive path to modernization has perhaps challenged some of the more traditional M&A theories (Dikova, Rao Sahib, & Van Witteloostuijn, 2006; Koerniadi, Krishnamurti, & Tourani-Rad, 2015; Yang, 2015) and in doing so, promises to influence future developments within this business and research arena. Similarly, within the last decade, there has been an obvious increase in Chinese M&A activities in Europe (Dreger, Schüler-Zhou, & Schüller, 2017; Karreman, Burger, & van Oort, 2017; McDowall et al., 2017).

As such, Chinese companies are now seen to be entering advanced developed economies with developmental trajectory facilitated around M&A. This has resulting in associated research methods and models being used by companies to determine entry strategy. Academics such as (Rui & Yip, 2008) discussed in detail strategic intent perspective. Discussion by Rui & Yip indicates that many Chinese firms use cross-border acquisitions as a strategy to achieve specific goals, and that this may be as a result of *transnationally* (p214). Whereby, firms strive to gain favourable competitive positions on a global stage, additionally, firms with no sure orientation, are seeking to offset their competitive disadvantages by procuring assets and capabilities. Furthermore (Rui & Yip, 2008), state that this includes domestically directed firms reaching to compete with established multinationals (*LENOVO*) within the Chinese market. This encompasses trade-oriented firms (*HUAWEI)* reaching to expand trade in the short term and with the view to become production firms within the future and niche market players reaching to expand their business.

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Data from the World Investment Report (United Nations Conference on Trade and Development, 2017) indicates that cross-border M&A activities are closely related to global economic situations, and as a result have increased rapidly in recent years. For example, in 2015, international flows of FDI (*foreign direct investment*) increased by nearly forty percent, from $1 Tr to $1.8 Tr, becoming the highest level since the 2008 financial crisis. The total worth of cross-border M&A, has experienced a considerable change in the last few years with Cross-border M&A activities in the G20 rose from $532 billion in 2015 to $737 billion in 2016. The following table, TABLE 1, indicates the main aspects of this.

TABLE 1: Cross border value

GROUPS	INTRAGROUP M&As			INTRAGROUP SHARE IN TOTAL M&A		
	2014	**2015**	**2016**	**2014**	**2015**	**2016**
G20	81	276	299	39	61	76
APEC	204	173	173	63	45	50
BRICS	2	3	22	5	6	22
NAFTA	42	57	56	31	26	40
Commonwealth	20	22	6		14	6
ACP	4	0.2	0.01	56	6	0.2

Intragroup cross-border M&As: Value and share of the total, 2014-2016 (Billions of dollars and per cent)

Source: (United Nations Conference on Trade and Development, 2017)

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Considerations

Economics distance in this discussion includes three aspects. They are macroeconomic characteristics, the degree of economic development and the status of the financial services sector. Some of the empirical research showed that the economics distance has a negative influence on cross-border M&A performance while others showed that the economic distance and cross-border M&A performance has a significant positive correlation (Yan, D. Y., 2011). The cross-border M&A activity itself is a kind of economic activity, hence economic system and regulations will surely have a direct and important impact on the performance of cross-border M&A. Therefore, an analysis of economic distance and the performance of cross-border

M&A will be carried out. It is generally believed that the economic distance will increase due to the cost of unfamiliarity and discrimination in the cross-border activities.

Cultural distance is the most concerned factors both in literature and in empirical studies on cross-border activities. However, different researchers gave different empirical results on the relationship between cultural distance and the performance of cross-border M&A performance. Li (1995) found that in the merged American and Japanese pharmaceutical and computer industries, the failure rate is not significantly higher than those with smaller cultural distance. Park and Ungson (1997) studied the dissolution of 186 joint-ventures and the results showed that the cultural distance didn't affect the performance of cross-border investment directly. McCloughan and Stone (1998) carried out a study of 252 manufacturing factories in the north of the UK. The results showed that the nationality of the parent company had no direct impact on the survival rate of the subsidiary. Based on 52 cross-border merger projects, Morosini (1998) found that national cultural distance enhanced cross-border acquisition performance. According to the data from 898 joint-venture enterprises, Li's (2001) research showed that the rate of return was determined by the country of joint venture. Having an Asian-partner would result in better performance than having a Western-partner.

Therefore, culture distance could have a positive effect on performance. Although the empirical conclusions are inconclusive, we generally believe that cultural distance will hinder interpersonal interactions, increase communication problems and will therefore show a negative effect on the performance of cross-border M&A.

Knowledge distance refers to the difference of knowledge level or knowledge quantity between different countries. The knowledge economy has gradually replaced traditional production factors and become the key element of economic development and enterprise growth. Therefore, the effective use of knowledge resources has become an important aspect

of the core competence of enterprises and the important goal of cross-border mergers and acquisitions. Knowledge distance is an important aspect of the institutional distance and is considered to be an important factor that affects the performance of cross-border M&A (Berry, 2010). Based on the sample of 53 cooperative development projects, Schulze (2012) found that there is an inverse U type of relationship between knowledge distance and collaborative innovation performance.

The non-structure knowledge distance can provide a rich source of knowledge which will furthermore give a positive impact on enterprises efficiency, while the structure knowledge distance will increase the difficulties of coordination between different organizations and therefore has a negatively effect on enterprises efficiency. Furthermore, cross-border organisations without sufficient international experiences are more likely to encounter difficulties in foreign activities (Zaheer, 1995). Thus, knowledge about organisations is important for internationalization (Eriksson et al., 1997). Distance reduces the similarity, while experience increases the similarity. Therefore, as organisations accumulate more international experience, the impact of institutional distance on cross-border M&A performance would be mediated. Organisations can reduce this negative influence through international experience accumulation (Johanson &Vahlne, 1977; Estrin et al., 2009; Yan, 2009; Wu, 2011).Experience in this context is therefore an important intangible asset which forms the competitive advantage of an organization (Hymer, 1976). Experience from successful M&A can be used for future M&A activities, resulting in fewer mistakes being made (Vermeulen & Barkema, 2001).

The concept of this sort of absorptive capacity arose from the macro level and was first used to analyse technology catching-up of lagging countries (Gerschenkron, 1962; Abramovitz, 1986). The basic dimensions of a firm's learning method - particularly, recognizing, assimilative, and applying new, external data was first introduced by Cohen and Levinthal

(1990) who defined this as absorptive capacity. This has further developed and later known as key aspects for organizations to develop and maintain a competitive advantage. This is often notably the case for the multinational corporation (MNC), that coordinating, distributing, and victimization valuable information inside its world network of subsidiaries are crucial to its core competencies (Roth &Morrison, 1992; Philip Roth &Nigh, 1992). This is especially the case where the international diffusion and local absorption of distinctive information that is unlikely to be imitated by competitors. For example, the information entrenched in customised distribution and marketing method which presents a unique source of competitive advantage for MNCs (Gupta &Govindarajan, 2000; Jensen &Szulanski, 2004).

In this regards, Yli-Renko (2001) selected 180 high-technology enterprises from the United Kingdom as research samples; the result confirmed that absorptive capacity has a significant positive influence on new product development and technology improvement. Based on samples from 120 business units in the petrochemical and food manufacturing industry, Tsai's (2001) research showed that enterprise's absorption capacity has a positive influence both on enterprise profit performance and on enterprise innovation performance. Liu (2009) studied the sample of 298 enterprises in China, the empirical result confirmed that the absorptive capacity not only has a direct impact on corporate enterprise profit performance and innovation performance, but also plays an intermediary role in the process of enterprise external network impact on enterprise performance.

Drawing from the comprehensive literature overview, we propose the following hypotheses:

Hypothesis 1: The regulation distance has a negative relation with parent company's cross-border M&A performance. The larger the regulation distance between home country and the host country, the worse off is the parent company's cross-border M&A performance.

Hypothesis 2: The economic distance has a negative relation with parent company's cross-border M&A performance. The larger the economic distance between home country and the host country, the worse off is the parent company's cross-border M&A performance.

Hypothesis 3: The culture distance has a negative relation with parent company's cross-border M&A performance. The larger the culture distance between home country and host country, the worse off is the parent company's cross-border M&A performance.

Hypothesis 4: The knowledge distance has a negative relation with parent company's cross-border M&A performance. The larger the knowledge distance between home country and the host country, the worse off is the parent company's cross-border M&A performance.

Hypothesis 5: The degree of internationalization has a positive relation with company's cross-border M&A performance. The more experience of internationalisation that the parent company has, the better off is the parent company's cross-border M&A performance.

Hypothesis 6: The internationalization degree mediates the negative effect of institutional distance on parent company's cross-border M&A performance. If the parent company's internationalization degree is higher, the negative effect of institutional distance on parent company's cross-border M&A performance will become weaker.

Methodology

In order to analyse the role of the institutional distance within transnational business activities, a majority of researchers discuss the importance of composition of the institutional distance. Much of the underpinning of the research is supported by the three pillars theory, which considered regulative systems, normative systems and cultural-cognitive systems as the three dimensions of institutional distance (Scott, 1995) and elaborated by (Kostova, 1996; Xu, 2001).

From this perspective, we can see that that institution is divided into formal and informal institutions. From the perspective of quality, the institutional distance can also be divided into nine dimensions that include economic, financial, political, administrative, cultural, demographic, knowledge, connectedness and geographic (Berry, 2010). Although different researchers have different views on the conception and dimensions of institutional distance, the essence of it is to make a more detailed description and facilitate follow-up analysis. Therefore, based on previous theories, we propose that institutional distance is made up of four dimensions which are regulations distance, economic distance, cultural distance and knowledge distance.

Conceptual model

A historic perspective from Johanson&Vahlne (1977: pp22) initiates the concept of "Psychic Distance" and considers that psychic distance between different countries hindered the communication process and the transfer of technology and management experience between the parent company and its subsidiaries. Thus, the "distance" between acquired firm and acquiring firm is considered an important factor that affects the performance of cross-border M&A. More recently, authors such as (Azar & Drogendijk, 2014; Evans & Mavondo, 2002; Puthusserry, Child, & Rodrigues, 2014) examine how Psychic distance effects coping strategies within the various parties concerned. In this regards, Hofstede (1983: pp121) noted that "Cultural Distance" between different countries has the potential to negatively affect the cost of trade and (Kessapidou & Varsakelis, 2002; Zhan & Chen, 2013) explain that this phenomena as important when considering impacts within international business performance.

An institutional- view may be drawn from the concept of "Institutional Distance" (Ionascu, Meyer, & Estrin, 2005; Lahiri, Elango, & Kundu, 2014; Xu & Shenkar, 2002) and elucidates the differences and uncertainty of different party's institutional context and points of view. From these perspectives, we can determine that psychological distance or cultural distance is the description of the differences and the uncertainty between stakeholders. Institutional

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distance therefore is a key factor which can influence the validity of transnational business activities. Prominent authors such as (Berry, 2017; Berry, Guillén, & Zhou, 2010; Berry & Kaul, 2015) explain in detail that increase of institutional distance intensifies the risk and cost of cross-border M&A and that linked to this, "Liability of Foreignness" also exists as a negative influence on cross-border M&A performance (Berry, 2010). Similarly, regulation in this discussion includes political and legal rules at the national level. Regulations are the basis of firm behaviour and will affect enterprises' growth path and strategic mode. The regulation distance is related to the performance and behaviour of the cross-border enterprise and will influence the entry-location, entry-time and entry-mode of the investors (Makino et. al., 2004), and have a significant negative impact on the overseas investment results (Zhang J. H., 2010; Yan D. Y., 2011).

As such, we combine both the macro and micro level factors i.e. institutional distance and parent company's core competency (ability). Suggesting that institutional distance can affect the performance directly and indirectly through parent company's ability.

Sample selection

The model was tested by data from Chinese cross-border M&A completed in 2012. The samples present some special characteristics that make it suitable for our purpose. The cross-border M&A in developing countries is increasing rapidly while the empirical researches based on developing countries are seldom. In 2013, the number of cross-border M&A conducted by Chinese enterprises (excluding Hong Kong, Macao and Taiwan) is 343, its total amount is 26.87 billion dollars which accounted for 7.70% of the world and ranked fourth in the world (UNCTAD cross-border M&A databases). In addition, the effect of cross border M&A on the parent company's performance presents an opportunity to study the lagging effect. This study analysed the change of parent company's performance two years after its cross-border M&A. The data set from 2012 was the most current information available for the analysis.

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Based on the database of BVD-Zephyr and Qingke, we preliminary screen out cross-border M&A items completed in 2012. Then according to the company's official announced annual report, we screened out the target items. Furthermore, (1) removed companies being listed after 2012, (2) eliminated companies with uncompleted financial data or abnormal fluctuation performance, (3) renounced companies registered in tax havens (to ensure the cross-border M&A is part of parent company's international strategic), (4) at least one of the main sponsor is enterprises registered in mainland China, (5) the target enterprise must registered outside mainland China, (6) the cross-border M&A have been confirmed to complete. According to the above criterions, 60 samples are valid.

Variable measurement

Dependent variable in this paper is the parent company's profit performance, and we measured it by Return on Total Assets. The data can be acquired from enterprise annual report.

Independent variable in this paper is institution distance and it includes regulation distance, economic distance, culture distance, and knowledge distance. We first collected the indictors of each variable and then calculated its distance. The regulation indicator of each country was collected from World Governance Indexes given by World Bank Group. The economic indicator of each country was collected from Index of Economic Freedom given by The Heritage Foundation. The culture indicator of each country was collected from Global Leadership and Organizational Behaviour Effectiveness. We also divided sub-dimension of culture into two parts, practice and value. For some missing data, we made some necessary and reasonable technical adjustments. The knowledge indicator of each country was collected from World Economic Forum, and we chose three sub-dimensions that are Higher Education and Training, Technological Readiness, Innovation to describe it.

Based on the collected indicators of each variable, we calculated the distance between home country and host country mainly according to formula given by Kogut & Singh (1988). The formula is as following.

$$D_{jk} = \mathrm{Ln} \sum_{i=1}^{n} \left\{ \left(D_{ij} - D_{ik} \right)^2 / V_i \right\} / n$$

D_{ij} represents the index of item i in country j.
D_{ik} represents the index of item i in country k.
V_i represents the variance of item i.

Mediate variable in this paper is parent company's characteristics, and it includes two dimensions that are internationalization extent and absorptive capability. The internationalization extent is measured by Transnational Index mainly gain through official report. The absorptive capability is measured by four indicators that are the proportion of R&D expenditures accounted for net assets; the proportion of technological staff accounted for whole staff, the proportion of staff with bachelor degree or above accounted for whole staff, the proportion of intangible assets accounted for net assets. All these data can be acquired from enterprise annual report.

Analysis

Reliability

According to the valid data, the research made a further analysis by using the statistical analysis software SPSS. The reliabilities are tested by Cronbach alpha values that are all above the recommended mini-mum of 0.70. The adjustment CICTs are all above the recommended minimum of 0.35. Thus, all of the constructs demonstrate good internal consistency and hence, reliability.

Correlation

The results of correlation analyses are shown in **TABLE 2**. There are 17 correlations among institution distance, parent company's characteristics and parent company's profit

performance. In particular, there are only 2 correlations between ROTA02 and other variables. Therefore, we make regression analysis only between ROTA01 and other variables, and ROTA01 is hereafter referred to as M&A performance.

TABLE 2: Correlations for the Variables in the Model

	1	2	3	4	5	6	7	8	9	10
1 Regulation distance	1.000									
2 Economical distance	0.914**	1.000								
3 Cultural distance: Practices	-0.070	-0.119	1.000							
4 Cultural distance: Values	-0.102	-0.184	0.714**	1.000						
5 Knowledge distance	0.896**	0.808**	0.102	-0.106	1.000					
6 Internationalization extent	0.204	0.212	0.193	0.191	0.198	1.000				
7 Absorptive capability 01	-0.103	-0.119	0.363**	0.527**	-0.040	0.139	1.000			
8 Absorptive capability 02	0.348**	0.356**	-0.164	-0.384**	0.388**	-0.002	-0.474**	1.000		
9 ROTA 01	0.045	0.078	-0.259*	-0.364**	0.034	-0.024	-0.297**	0.376**	1.000	
10 ROTA 02	-0.065	-0.108	0.061	0.190	-0.077	0.054	0.107	-0.286*	-0.881**	1.000

N=205. * p ≤ 0.05 (2-tailed). ** p ≤ 0.01 (2-tailed tests).

Based on factor analysis, the absorptive capability can be divided into two dimensions.
One is determined by the proportion of R&D expenditure account for net assets and the proportion of intangible assets account for net assets we name it "Absorptive capability 01", the other is determined by the proportion of technological staff account for whole staff and the proportion of staff has bachelor degree or above account for whole staff we name it "Absorptive capability 02". In view of the availability of data and research object, we didn't make a deep analysis on absorptive capacity in this paper. However, the factor analysis result coincide with the conclusion of Zahra & George (2002) that divided absorptive capacity into potential absorptive capacity and realized absorptive capacity. According to the result, we give that "Absorptive capability 01" means potential absorptive capability and "Absorptive capability 02" means realized absorptive capability.
ROTA 01 = Rate of Total Assets in 2012 - (Rate of Total Assets in 2010 + Rate of Total Assets in 2010)/2
ROTA 02 = (Rate of Total Assets in 2014 + Rate of Total Assets in 2013)/2 - Rate of Total Assets in 2012

Regression

Stepwise method is used to give linear regression and the results are shown in **TABLE 3**. The results showed that cultural distance values has a significant negative impact on both M&A performance and realized absorptive capability, realized absorptive capability has a significant positive impact on M&A performance, cultural distance values has a significant negative impact on realized absorptive capability, knowledge distance has a significant positive impact on realized absorptive capability.

TABLE 3: Results of Linear Regression

	R	R^2	Sig. (F)	Sig. (t)	Tolerance	D-W	VIF max
$Y_1 = -0.364X_{3b}$	.364	.133	.004	.004	1.000	2.155	1.000

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$Y_1 = 0.376F_{2b}$	.376	.141	.003	.001	1.000	1.915	1.000
$F_{2b} = 0.351X_5 - 0.347X_{4b}$	.519	.269	.004	.004	0.989	2.144	1.011
$Y_1 = 0.277F_{2b} - 0.258X_{3b}$	.445	.198	.049	.049	0.853	1.938	1.173
Y1: ROTA 01; Y2: ROTA 02.							
X1: Regulation distance; X2:Economical distance; X3a: Cultural distance Practices; X3b: Cultural distance Values; X4: Knowledge distance.							
F1: Internationalization extent; F2a: Absorptive capability 01; F2b: Absorptive capability 02.							
$0.05 \leq p \leq 0.1$.							

RESULTS

Base on the empirical results, this researcher further interviewed senior managers of two companies that have engaged in cross-border M&A, and conducted the following conclusions.

Firstly, regulation distance and economic distance mainly affect whether cross-border M&A can be carried on smoothly. Regulation distance and economic distance mainly reflects the differences of government regulatory systems between two countries, and these differences mainly determine whether the cross-border M&A can be carried on smoothly. In this study, however, the implicit assumption is that the cross-border M&A activity has completed, we only discuss the influencing factors to M&A performance, thus the regression results show that regulation distance and economic distance have no direct influence on M&A performance.

Secondly, cultural distance values is an important factor affects the performance of cross-border M&A. On one hand, as the cognitive dimension of institutional distance, the cultural distance value means the differences in employee's behavior patterns, and this has a direct effect on M&A performance. One the other hand, cultural distance values affects M&A performance through affecting parent company's realized absorptive capacity. Meanwhile, there is a significant correlation between culture distance practice and M&A performance, but the culture distance practice does not enter the regression equation. The reason lies in two aspects. One reason lies in the division of culture

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distance. According to GLOBE, culture distance values represent what the culture "should be", while culture distance practice represent what the culture "as is". The difference of "as is" is relatively predictable, thus it can be avoided. The other reason lies in the analysis method. Cultural distance values and cultural distance practice are interrelated, the stepwise method in regression analysis weaken the function of culture distance practice. Therefore, in the revised concept model, we choose culture distance values to represent cultural distance.

Thirdly, knowledge distance has an indirect effect on M&A performance through affecting parent company's realized absorptive capacity. The empirical results don't show the correlation between knowledge distance and M&A performance. On one hand, the influence of knowledge distance on M&A performance should be reflected in the innovation performance, and indicators to measure M&A performance in this study is mainly related to profit performance. On the other hand, in the manufacturing industry and high-tech industry, the influence of knowledge distance on M&A performance shall be more significant, but confined to limited samples, we did not control enterprise type in this study.

Fourthly, parent company's ability not only has a directly influence on M&A performance, but also plays a mediate role in institutional distance affects M&A performance. There is no correlation between parent company's internationalization and M&A performance. The internationalization extent is measured by Transnational Index in this study, while this may not fully reflect parent company's international experience in the host country. The empirical results show that parent company's realized absorptive capacity not only has a directly influence on M&A performance, but also plays a mediate role in institutional distance affects M&A performance. Meanwhile, there is a significant correlation between parent company's potential absorptive capacity and M&A

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performance, but parent company's potential absorptive capacity does not enter the regression equation. One reason is due to the measurement on potential absorptive capacity in this study.

According to regression results, knowledge distance doesn't affect M&A performance directly but have a significant effect on realized absorptive capacity. In view of the fact that realized absorptive capacity has a significant effect on M&A performance, we can hold that knowledge distance affects M&A performance indirectly by influencing realized absorptive capacity.

According to the regression results, cultural distance values has a significant effect on M&A performance, therefore, when considering realized absorptive capacity, the index Beta of network characteristic is decreasing and the index R and R2 are all increasing. That is, the realized absorptive capacity plays the mediate role in the process of cultural distance values affecting M&A performance.

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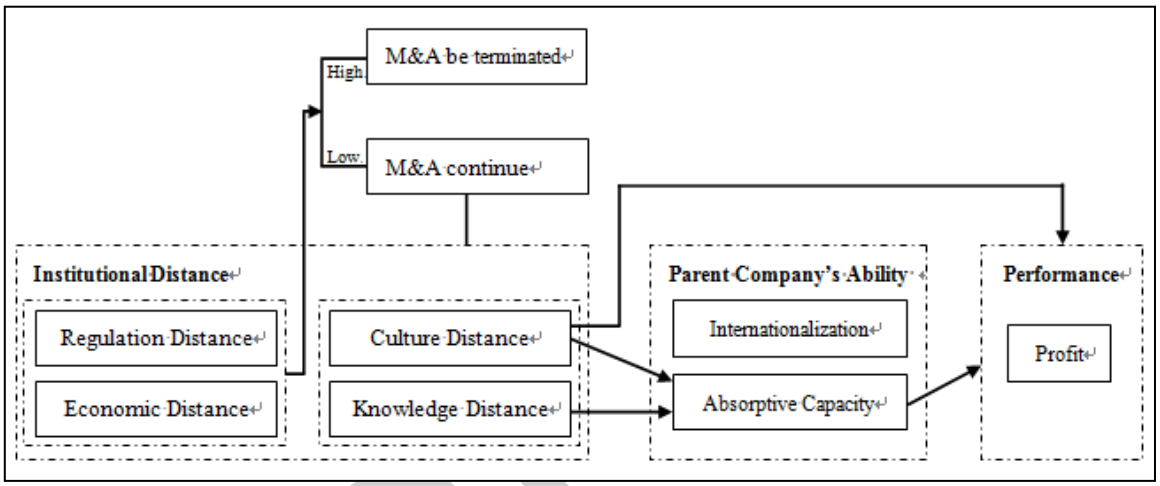
TABLE 4: Results of Hypothesis Testing

Hypothesis Briefly Description	Result
Hypothesis 1: The large the regulation distance between home country and host country is, the worse of parent company's cross-border M&A performance is.	Unsupported
Hypothesis 2: The large the economic distance between home country and host country is, the worse of parent company's cross-border M&A performance is.	Unsupported
Hypothesis 3: The large the culture distance between home country and host country is, the worse of parent company's cross-border M&A performance is.	Supported
Hypothesis 4: The large the knowledge distance between home country and host country is, the worse of parent company's cross-border M&A performance is.	Partial Supported
Hypothesis 5: The higher parent company's internationalization degree is, the better of parent company's cross-border M&A performance is.	Unsupported
Hypothesis 6: If the parent company's internationalization degree is higher, the effect of institutional distance on parent company's cross-border M&A performance will became weaker.	Unsupported

Recommendation: Revised Concept Model

Realized absorptive capacity and potential absorptive capacity are now interrelated, the stepwise method in regression analysis weaken the function of potential absorptive capacity. Therefore, in the revised concept model, we choose realized absorptive capacity to represent absorptive capacity. Thus, we can make some adjustments on the initial concept modes, and the revised concept model is shown in FIGURE 1.

FIGURE 1 Revised Concept Model



Conclusion

The study gives some implications for theory building. First, researches could subdivide the process of cross-border M&A, and examine the impact of institutional factors on different stages of cross-border M&A. Second, researches could subdivide the type of parent company and further discuss the role of knowledge distance. Third, researches could expand sample sources of cross-border M&A to explain the mechanism.

Meanwhile, the study gives some implications for business practice and policymaking. The results show that parent companies should consider the location of target acquired company before their cross-border M&A, try to accelerate cultural integration and

improve their absorptive capacity. For policymakers, reducing regulation distance and economic distance can help to promote cross-border M&A.

Limitations

One limitation of this study relates to the universality of the finding. Cross-border M&A samples in this study are dominate by Chinese enterprises, thus future studies should choose other countries samples to test the universality of the finding in this study.

Another limitation of this study lies in that we do not control enterprise type. In this study, we consider knowledge distance is an important dimension of institutional distance and it should have significant effect on cross-border M&A performance. However, the results don't show its effect. In view of the importance of knowledge in current international competition, future researchers could make a further segmentation on parent enterprise's type and find the mechanism of knowledge distance.

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Overview

As Visiting Professor to the Hall, Dr Fascia has a dual role.

Firstly to promote as a member of the Hall, excellent and robust research development and engagement within Oxford and secondly to participate in research with appropriate partners both Nationally and Internationally, leading to publications within top tier journals and attract significant external funding.

Focus will initially be in healthcare and will aim to include linking high-dimensional, functional, spatial, and complex data analysis, with contemporary applications in modern sciences. Other areas of particular interest include environmental sciences, association and prediction methods, leadership theory, primary and secondary care analysis, business development methods and organisation sciences.

Dr Fascia is a visiting academic at the Saïd Business School here in Oxford and a Consultant in Healthcare Management at Oxford University Innovation. He is a former Hon. Fellow in the college of Medicine and Veterinary Medicine at the University of Edinburgh (2014-2016), and a former Senior Manager and Government steering group member within the NHS in Scotland.

He currently lectures in the Business School at Edinburgh Napier University.

Experience

Academic Appointments

Visiting Professor, Campion Hall, University of Oxford	2017-present
visiting academic, University of Oxford	2017-present
Research Fellow, Campion Hall, University of Oxford	2016-present
lecturer, business school, edinburgh napier university	2015-present

Non-Academic Employment

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Education

Degrees

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Publications

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Dominant research streams in healthcare management conclude that knowledge transfer between patient groups is accomplished through instructions and/or socially constructed practices. Underlying these views is the belief that texts and practices carry with them the codes necessary for their own decoding and, therefore, enable an unproblematic knowledge transfer. The analysis focused specifically on the interrelated effects between constituents of a group receiving ongoing healthcare and the relationships to knowledge transfer management, through which, group membership and knowledge exchange was mediated. The research asked if this relationship could be improved from both a personal and organisational perspective, by better understanding of the knowledge transfer mechanisms at work. We argue that because private and cultural models mediate decoding of information into meaningful knowledge, knowledge is created from the unique combination of cognitive dispositions of acumen, memory, creativity, volition, emotion, and socio-cultural interaction. Thus, mechanisms for decision-making affect socio group dynamics and interactions via the healthcare environment, manager or practitioner.

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Design/methodology/approach – **CASE STUDY.**
This case study adopted a qualitative constructivist methodology and thematic analysis of the output data. A total of 20 (n1=20) main interviews and 10 (n2=10) follow up interviews took place over a two month period.

Findings – Findings indicate that for this group of participants, knowledge transfer depended on the assumption of real world values as opposed to determinates of healthcare practitioners.

Conclusion – These findings show that in a healthcare or organisational context, different perspectives to knowledge must be comprehensively understood before any technique to reduce transfer abnormalities is introduced within an environment.

Originality/value – The objective of the article is intended as a theoretical reflection on the implications of knowledge transfer in an organisational context.

Keywords: Knowledge, Knowledge transfer, Healthcare, Business, organisation, competitive advantage, culture

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INTRODUCTION AND BACKGROUND

The creation of knowledge before it is transferred is theorised by *Nonaka and Takeuchi (1995)* as a fundamental and important factor for any business or organisation as it is a fundamental constituent of success. Efficient knowledge transfer is therefore essential for any organisation wishing to become or remain efficient in today's healthcare environment. To support organisational development, *Kane, Argote, & Levine (2005)* explain that within the organisation, group membership changes are advantageous for group learning and performance development in that, as new members join, the group's knowledge increases exponentially and this in turn supports new knowledge development. Whatever the healthcare speciality, degradation of knowledge transfer will directly affect the usefulness of any new knowledge development *(Berman et al., 2002; Majumder, 2014).* It is clear that associated research surrounding knowledge transfer has seen the emergence of competing epistemological approaches that provide diverse theoretical and methodological views.

This research project collaborated with the Edinburgh Multi Cultural Society (EMRI). EMRI are involved in supporting a large number of independent business and retail start-ups within Edinburgh, Scotland. As such, information regarding its members along with their associated social and healthcare interactions underpinned the study. This grounded the research in a specific 4 field topology regarding knowledge transfer interactions; psychological, organisational, philosophical and cultural also known as *POPC (Fascia, 2015).* A central tenet of this research is the exchange of knowledge between participating actors from both a business and healthcare perspective. The emphasis of this study is to highlight the complexity of the interaction in the occupational, organizational and social contexts for knowledge transfer, but in relation to a healthcare management environment. This perspective represents a shift away from event, or sequenced accounts of knowledge transfer, and goes beyond simple process accounts of transfer mechanism interpretation and measurement. Informed by current literature and practices involving knowledge transfer, this research seeks to provide a meaningful understanding of ways in which knowledge transfer is recognised, understood, and utilised in both primary and secondary care milieus. It

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provides a useful perspective of the role knowledge transfer plays in supporting business development from a healthcare management incentive.

For this study, we examined group healthcare changes, and how this affected business performance in the context of a knowledge transfer amongst the members of EMRI. The study looked at necessary interaction levels required to achieve specific business functions, such as: Information collation, information understanding, interaction with satellite groups and information exchange. Interactions were across differing businesses and differing management levels, thus providing a broader underpinning for data collection and analysis. These interactions are acknowledged within current literature as problematic areas for businesses and are identified as likely key areas for improvements. Most businesses, will after all, have actors of one sort or another who are likely to share, capture and exchange information and of course healthcare experiences.

KEY LITERATURE

A critical analysis of the literature was undertaken regarding the concepts and theory behind knowledge transfer in relation to an effective business situation. The literature review process involved a rigorous systematic search strategy followed by content analysis of material that met the specified inclusion criteria. Subsequently, due to the complex philosophical nature of knowledge, this literature review polarizes theoretical conceptualizations for knowledge, rather than assuming specific mechanics of a transfer contrivance. As such, many key authors focus on ways to understand and ultimately enhance this knowledge understanding, exploring various propositions using occidental foci, derived from historical secular concepts of: positivism *(Gates, 2001),* empiricism, *(Gupta, 2006)* and rationalism *(Katz, 2000).* The principal focus of the literal scope is in a business context and the understanding of the Knowledge mechanism within a group setting; this facet is principal to the verification of personal belief before the transfer of knowledge takes place.

A study by *Levine and Choi (2004)* looked at differences between group memberships, and results indicated that membership change encouraged participant members to revise their shared approach to performing knowledge related tasks. These changes infer that communication structures re-aligned to the specific desired outcome, after membership changes occurred. However, the process indicated that knowledge

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transfer, in this context, is rarely an isolated event but rather a continuing relationship between the transfer source and recipient within the concept of the group. Within the literature reviewed, two fundamental approaches which overarched group interaction related to knowledge management emerged, that is, the process approach and the practice approach. The following text offers a brief interpretation of perspectives.

- ***Process Approach***

According to *Hass & Hanson (2007),* within a business context the process approach towards knowledge reacts to codify organisational knowledge through formalised controls, processes and technologies. Similarly, *Quinn (1992)* advises that this process approach commonly adopts the use of information technologies, such as intranets, knowledge repositories, decision support tools, and groupware to enhance the quality and speed of knowledge, creation and distribution in the organisations. In relation to this, but in a slightly differing context, *Quinn (1999)* acknowledges that a core competence does not consist of a product or something a company does well, but rather, it is the collective learning in the organisation, and especially, how to coordinate production skills and technology. *Currie, & Kerrin (2004)* further explain that this coordination requires communication, involvement and commitment in order to work across boundaries and levels, and this is one of the reasons why any core competence (associated with tacit knowledge) is difficult to imitate.

- ***Practice Approach***

However, *Brown and Duguid (2001)* offer criticisms regarding the concept of this process approach, in that, it fails to capture much of the tacit knowledge embedded in firms and that it forces individuals into fixed patterns of thinking. In this regard, *Brown and Duguid (2001)* explain that the practice approach to knowledge management assumes that a great deal of organisational knowledge is tacit in nature. From this position, *Harman & Brelade (2003),* and *Edmonstone (2013)* ascertain that the focus of this approach should be to build the social environments or communities of practice to facilitate the sharing of tacit understanding, as opposed to building formal systems to manage knowledge.

- ***Summary***

The literature review indicates that a number of competing strategic viewpoints have emerged regarding the importance of managing organisational knowledge both in a business and/or healthcare management context. Although the literature acknowledged measured management processes as the basis for creating competencies and innovative trajectories regardless of speciality discourse, group membership research provides diminutive comprehension into the effects of how new group participants evolve this dynamic. For the purposes of this study, it remains unclear in specifically what way a newcomer's arrival affects the relative stability of the figurational group structure. Currently, the majority of business and healthcare management literature suggests preference in the use of positivistic methods to investigate and analyse knowledge as a strategic tool in relation to a pre supposed efficiency trajectory, utilising case studies to establish knowledge enablers and barriers.

- ***Problem Statement***

Current studies reveal that the critical perspective is polarised against the resource based view of the firm, (RBV) stream and offers little in the way of alternative theoretical prisms to engage healthcare practitioners. A large majority of current research underpinning makes the assumption of the observed settings as an empirical study, focusing on power struggles between competing groups and shaping the analytical context on underpinning organisation pretexts. These assumptions are clear, in that it is assumed the variables under investigation can only be objectively measured, and that objective causal relationships between these variables can be revealed easily. From this perspective, we argue that any real world view, seen through {a}; an organisationally induced lens and {b}; as an individual participating in process scenarios, form two separate realities, incapable of a reunification structure. To elaborate this failure, knowledge, within a transfer mechanism, requires to be understood, shared and received to facilitate measurable successful transfer in any contextual architype. Thus, at the onset of analysis, knowledge is conjoined by barriers of interpersonal communication, irrespective of origin, meaning and context, implying

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that knowledge emanates from a problematic origin before it is received by a receptive group.

H0 : The quality of knowledge transfer within a group will be comparable to that of non-intact groups in effecting transfer efficacy.

DATA COLLECTION AND ANALYSIS

The study adopts a unique position associated with complex relationship phenomena. At the same time, it acknowledges problems associated with current knowledge transfer analysis theory. That is to say, existing methods fail to assimilate individual or person centred differences, which relate to experience and/or understanding, and also affects organisation efficiency.

- ***Design***

The ontology of the study is based on a constructivist paradigm suggested by *Berger & Luckmann (1966),* wherein the social construction of reality remained paramount to aligning assessment of an interpretation. Thus, the design consists of an overarching interpretivist method of qualitative data analysis. To underpin this design, *Creswell's (2009)* example of a qualitative research script for questioning was adopted. Importantly for this study, this allowed for any interrelated complexity to be easily definable within the open-ended interviews. For example: "How or what" is the "meaning of" the phenomenon and the phenomenology of the "knowledge-sharing patterns", for individual "participants". In relation to this, figure 1.0 shows how the study adopted the following 'How' and 'What' aspects of the script and these were augmented to include 'Why' aspects to allow deeper exposure to interactive knowledge transfer experiences from the knowledge transfer practitioner's perspective.

The participants in this study were business practitioners in a community business partnership who were receiving healthcare for a number of proprietary complaints. The sample group (N=20) experienced interaction with a healthcare practitioner and

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were identified from all levels of management hierarchy; thus, operators, consultants, managers and senior managers all participated in the study and from four locations within the business arena. There were no observable differences across conditions, or dependent variables related to age or organisation [position]. Similarly, attrition did not differ across conditions, nor were there any demographic differences lost to attrition. The average age was 38.

- ***Collection***

Due to the complex nature of the phenomena under investigation, the data collection consisted of a two-stage process informed by *Holloway & Todres (2003)* as an expressive paradigm for data collection. In this regard, stage 1 allowed the flow of knowledge or knowledge transfer to be observed first hand, from a primary source to a secondary source via any intermediary knowledge transfer points; thus, at the point of delivery and the point of dissemination to the group. Stage 2 involved expert knowledge input from senior members of the organisation and healthcare practitioners, who validated the interpretation of the knowledge transfer scenarios. There were a total of 20 interviews and 10 follow up interviews.

Each interview lasting approximately 30 minutes and each follow up interview lasted approximately 15 minutes. Transcribing of the interview was conducted immediately.

- ***Analysis***

Adopting a view from *Frith & Gleeson (2004)* regarding thematic logic, themes were carefully unpacked in an iterative process. A multi-method analytic procedure was then used as a form of triangulation. Additionally, the use of ATLAS/ti assisted greatly with data coding and cross-referencing. Analysis was a somewhat complex endeavour. This is due to the multifaceted iterations attached to knowledge.

For example, *Thompson and Walsham (2004),* stress that because knowledge is a subjective perspective of an individual's experience, associated problems are inextricably related to the context of the knowledge itself. The data highlighted underlying inference individual perspectives had on the qualitative answers relative to a POPC paradigm described earlier. The phenomenological properties of the interview data were also interpreted using classical thematic theory. In this regard, item-

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response theory was appropriate for the qualitative aspect of this research as it supports knowledge transfer specific questions along with a priori objectives, and it was used as a means to summarise data into thematic charts. Thus, the complex relationship between knowledge transfer processes emerged to form a sociological perspective. This view can neither be adequately presented nor adequately explained by simple calculation and analysis. The use of a POPC definition matrix (Fascia, 2015) of interpretation allowed us to identify the dynamic interactions, which link all working practices/processes and at the same time identify knowledge transfer networks and supporting efficiency.

In addition to this comprehensive structure, this planned approach is also informed by previous investigations by this researcher into knowledge transfer process and practices in a business context. Utilised in this way, a POPC lens of interpretation allowed situational awareness and interpretation of complex knowledge transfer relationships to emerge from the interview data. Importantly, this included junctures of interpretation, which would normally sit under the radar if efficiency analysis were purely metric driven. This allows for identification of multiple qualia, or meanings attached to particular knowledge transfer perspectives and, in turn, underpinned efficiency evaluation of a specific point of the transfer process. This permitted interpretation of data to relate to a specific business context and any supportive expectation of the knowledge transfer outcome, and subsequently utilise an augmented dimension of analysis in a complex organisational structure by reunification of positional entity to which knowledge transfer underpins.

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KEY FINDINGS

H0: The quality of knowledge transfer within a group will be comparable to that of non-intact groups in effecting transfer efficacy.

Key Findings 1: The study suggests that for this group, the quality of knowledge transfer within a group is comparable to that of non-intact groups and effects business

efficacy. This is because, before any knowledge transfer takes place, a strategic and fundamental analysis surrounding the perception of knowledge must be revealed in order to identify knowledge transfer practitioner involvement. Results reveal that the association of healthcare and knowledge from this participant group is derived not from a relationship to standard empirical data and models but from the conjoint levels of relational causality surrounding the unity of knowledge, to conclude a unification of joint perspective. This suggests a more philosophical stance on the concept of knowledge value, particularly from a healthcare management orientation, wherein interpretation offsets any arguments to incorporate a much more significant transfer paradigm. In this regard, it can be seen that for these practitioners, knowledge, within the context of knowledge transfer validation, can only have two states in the reflection of its value; either YES or NO. In this sense, findings contradict current literature streams that suggest knowledge in a healthcare surrounding is interpreted from multiple positions and streams of verification, wherein it is often perceived as multi-faceted and multi-sourced, difficult to interpret, without origin and in need of decryption. This essential prescript for validation of positional interpretation of knowledge as a definitive entity but not defined by value, empowers the practitioner to asses the position of knowledge through a phenomenological filter. As such, the relationship for transfer will be modified by past experience, including characteristics such as previous healthcare interaction, communication, process support, success recognition, and failure within the relationship. This encompassment ultimately identifies the facilitators and barriers to the use of knowledge for these practitioners, and it is this perspective that is used to develop guidelines for improving transfer amongst a receptive group.

Key Findings 2: Current literature dictates the need for measurement of a prescriptive and static process, which starts, stops and is measured from a procedural interpretation in relation to specific knowledge management practices. However, for this participant group, the understanding and utilisation of knowledge from a personal experience is already assumed as being unproblematic. Furthermore, encompassing both business and personal decision-making processes does not distinguish a precedence of creation from an experiential concept. These states or positions of

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entity are, historically, individually viewed through the lens of either Rationalism or Empiricism. Therefore, contrary to current management theory, findings from this study indicate that for these practitioners, each transfer is surrounded by an irrefutable evaluation of knowledge value, importantly, before it is even transferred. This positioning then determines the capability to functionally evaluate its transfer ability as a unified structure and hence, its value. More specifically, for this group of participants, it is the holistic permeability of practices, encompassed within an ideological framework, which support knowledge transfer practices. Daily healthcare practices related to business decisions are not aligned to any specific empirical model, nor driven by imposed economic pressures. Ultimately, for this group of participants, a personalised stance on knowledge awareness eliminates the necessity for protracted philosophical argument over a corrective thesis for any knowledge to be transferred whatever the context or origination manifestation. In adopting this stance, practitioners from this group are not aligned to or indicative of current theoretical healthcare management models, in fact, quite the reverse.

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CONCLUSION/REMARKS

The angst of most perpetuators of knowledge and its transfer capabilities within the healthcare arena is the complex nature of its constituent parts. This study shows there are conflicting academic views on the actual construction parameters in determining the priority and appropriateness of key values and sub section deliverable variables. There is a literary view on knowledge both as a category and as a commodity, which conceptualises how the dichotomies of tacit and explicit knowledge facilitate each other to the benefit of the recipient and resource stakeholders. Clearly, the work of *Polanyi (1958; 1962; 1966; 1969),* and *Nonaka and Takeuchi (1995)* identifies a starting point for a fundamental argument whereby logical positivism or scientific empirical objectivism should not be considered the complete solution to knowledge management, with further acknowledgement that a consideration of subjectivism must be included in any hypothesis. Simply put, knowledge, as a focal point of scrutiny underpinning any argument against pure objectivity is myopic, and as this study has shown, unnecessarily reductionist, particularly given the relevance associated to healthcare interventions.

FUTURE RESEARCH DIRECTION

Determining a conclusive scenario of reproducing knowledge in a concise and understandable way, personalised for each recipient, is perhaps asking too much of modern complex organisational healthcare infrastructures. Detailed Research, specific to social alignment, could produce a variable analysis model within a mode of dynamic flux, thereby allowing the model to adapt symbiotically to any given healthcare situation with multiple contexts. This would include a provision of constructive variables to efficiently integrate personalisation and codification strategies, thus easing the understanding of complex knowledge transfer mechanisms. A further enhancement of this model could be the inclusion of reflective learning paradigms, organised to completely encompass social and scientific theoretical development in both healthcare and business contexts. Ethical and social responsibilities are also missing from a more comprehensive solution, as are ethnic, religious, and socio-cultural microclimates. These individual facets could all be a dimensioning factor for consideration in the development of a singular model for knowledge construction and dissemination within a complex organisational healthcare management structure or environment.

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Adaptive management strategies using a *Figurational* approach

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Dr Michael Fascia

Developing a Figurational Entity

Theoretical Overview

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- Organisational questions are extremely difficult to answer.
- Data, drawn from process analysis are often contaminated by
- random variability (*unplanned outcomes*).
- Knowledge may be distorted out of context by elements of data incredulity.
- Standard *(p)* testing can only support part of the answer

SO, WHY DOES THIS HAPPEN ?

- Knowledge is given a 2 point data variation dimension.
  Thus, how much one data or group differentiates from another?

Traditional use of probabilistic inference is therefore limited.

- Statistical (p) values, on their own, cannot easily make palpable distinctions of knowledge dimensions within the same or apposing data set, therefore, cannot determine a perspective singularity (Q) from the multiple variables.

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Developing a Figurational Entity

The difficult Questions

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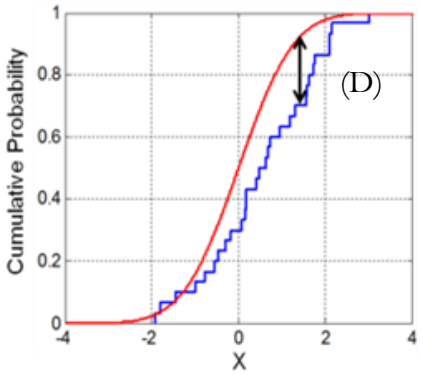
Q1: Are shifts in behaviour measurable in relation to efficiency Difference (*D*)?

Q2: Can we be reasonably sure that the difference is non-zero?

Q3: How certain are we about the significance of differential magnitude ?

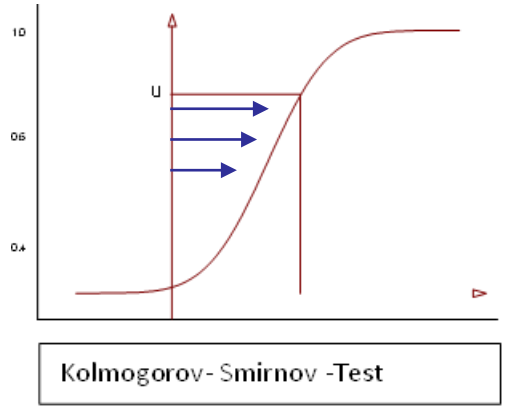
Q4: What involvement or detachment perspective do participants form when delivering structured evidence related to incredulities ?

Typical analysis = agreement that a difference exists(*D*) , but, has limited perspective value relative to the observer (*Vx*)



= ***D*** (for a single point)

(*Vx*)



Kolmogorov- Smirnov -Test

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Developing a Figurational Entity
Problematic Criteria

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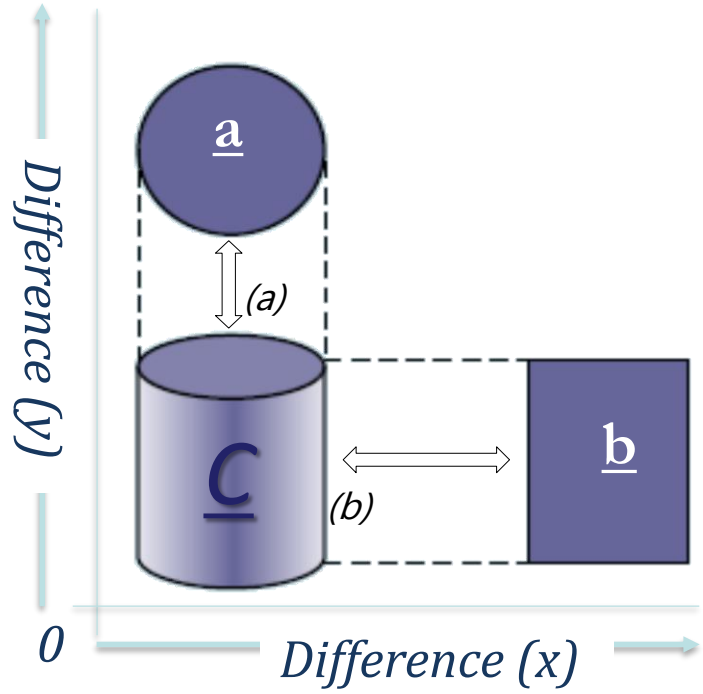
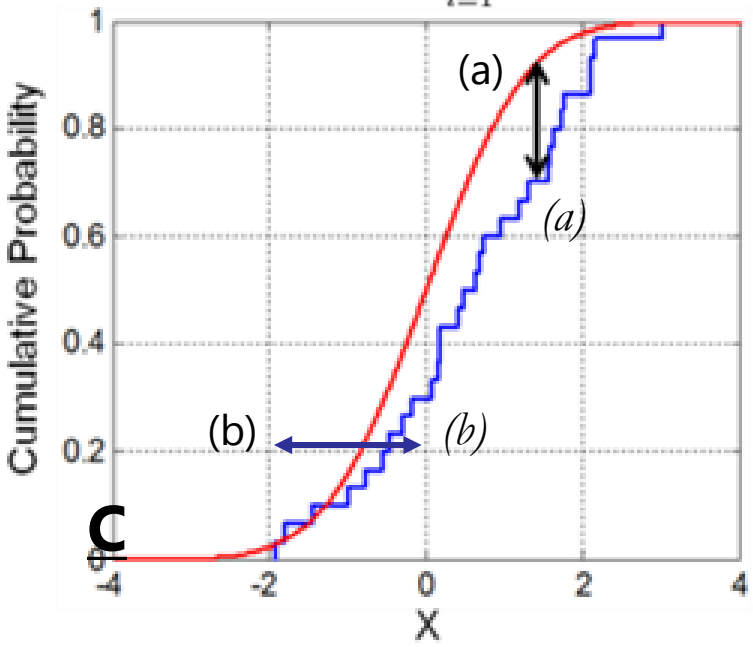
Current theory and analysis (**C**) attempts to reduce processes into static elements, separating, *for example*, human actors *(a)* from their actions *(b)* and measuring the difference compared to 0 (zero).

Interpretation of a situation

(a) = a
(b) = b
C = *a+b*



$$F_n(x) = \frac{1}{n}\sum_{i=1}^{n} I_{X_i \le x}$$



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Developing a Figurational Entity
The POPC lens

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POPC can expose the relative credibility of every possible difference of means, standard deviations, effect size *(Differentiation), **and*** diverse orders of subjective/objective perspective.

It achieves this by placing the assimilation *of* *K*nowledge & *P*erspective into an intuitive categorised single entity

{dimensioning the phenomena into a Figurational context}

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Developing a Figurational Entity
Perspective

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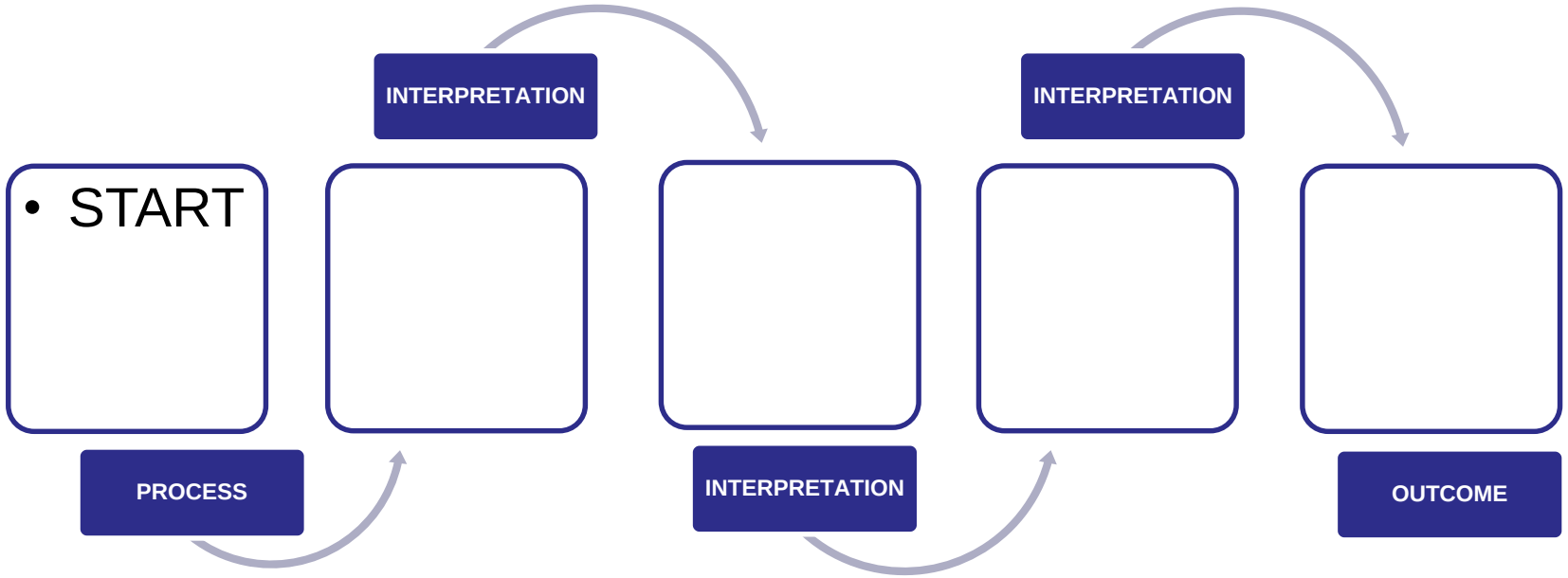
Like Elias, a Figurational approach attempts to correct this predisposition by adding perspective (POPC) lens to give relativistic dimension to analysis from the perspective of V_x



POPC starts with conceptual criteria, interpreted related to process

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Developing a Figurational Entity
Dimensioning

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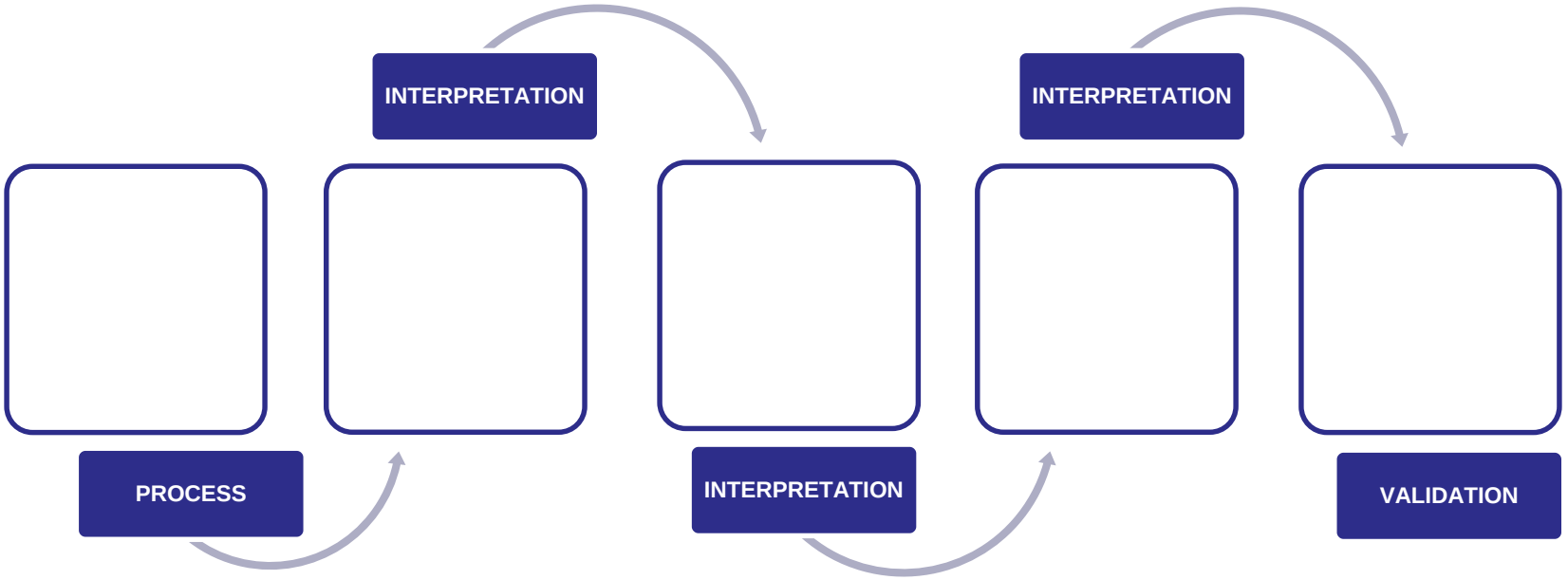
POPC starts with conceptual criteria interpretation related to process



Dimensioning: *Interpreting the criteria into a contextual entity*

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Developing a Figurational Entity
Dimensioning

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Organises *prior* information into context to allow overarching dimension criteria to become relative to analysis concept.

CONCEPT	STRATEGY	CRITERIA "Knowledge"	LITERATURE DIRECTION
Efficient Process and Practice	Systematic stages provide the knowledge needed for a business or organization to achieve a desired goal through Specific criteria. (Yang et al., 2010, pp. 273-289)	Generation	Nonaka & Takeuchi (1995) Boisot (2002). Probst et al. (2002) Tannembaum et al. (2000) Heisig's (2001)
		Communication	Shannon (1948) (Szulanski 1996) Inkpen and Dinur (1998) Harris and Moran (1996) Haworth and Savage 1989).
		Sharing/Learning	Huber (1991); Choo(1998) Argote et al. (1999); (Vandenbosch and Higgins 1996).
		Utilisation/ Management	Inkpen and Tsang, 2005; Kogut and Zander, 1992; Hofstead 1994 Brown and Duguid (1991) Teece (1981, 1982); Winter (1987)

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Developing a Figurational Entity *Approach*

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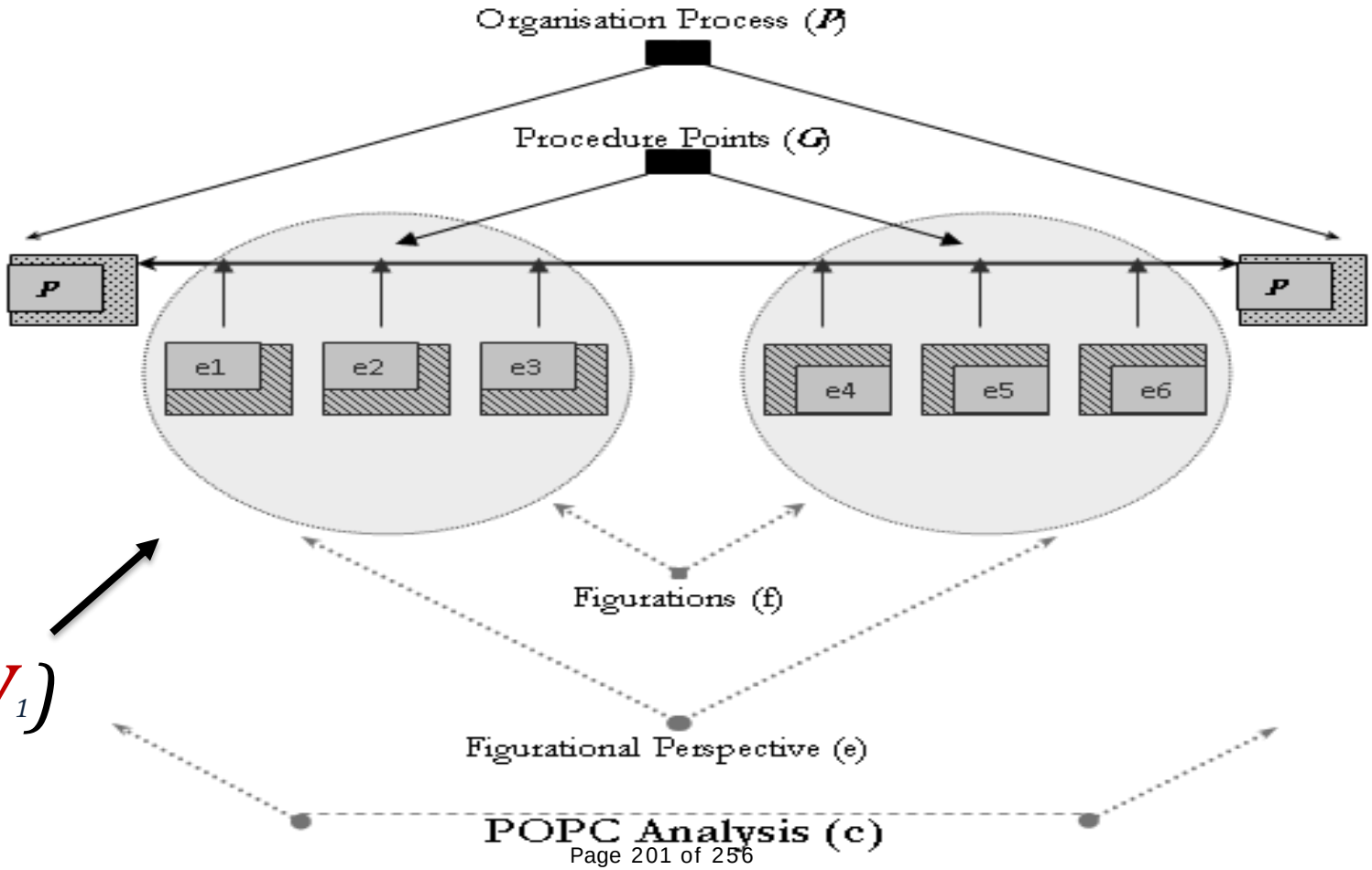
- ***Figure 1.1: Simple Whole Service Perspective***



(V_1)

DIMENSION 1: *K*nowledge

In the context of the organisation, Knowledge has 2 main elements of scope, as proposed by *Nonaka (1994)*

Knowledge Level

- Explicit – "knowledge that is transmittable in formal, systematic language"
- Tacit – knowledge that is embedded within the mind of an individual , which is difficult to verbalise and transfer

Knowledge Type

- Individual
- Group
- Organisational
- Inter-organisational

DIMENSION 3: Figurational *(Process)* Sociology

- **Elias conceptualises the development of human knowledge as a continuum along which, blends of involvement and detachment are located.**

- **This continuum should be viewed as being 'open' at both ends because, unlike concepts of 'affectivity' and 'non-affective or the traditional dualism of 'objectivity' and 'subjectivity, there is no such thing as absolute involvement or detachment**

**** (Norbert Elias: Über den Prozeß der Zivilisation. 1939)***

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Figurational Entity

Existence of the Linear Boundary

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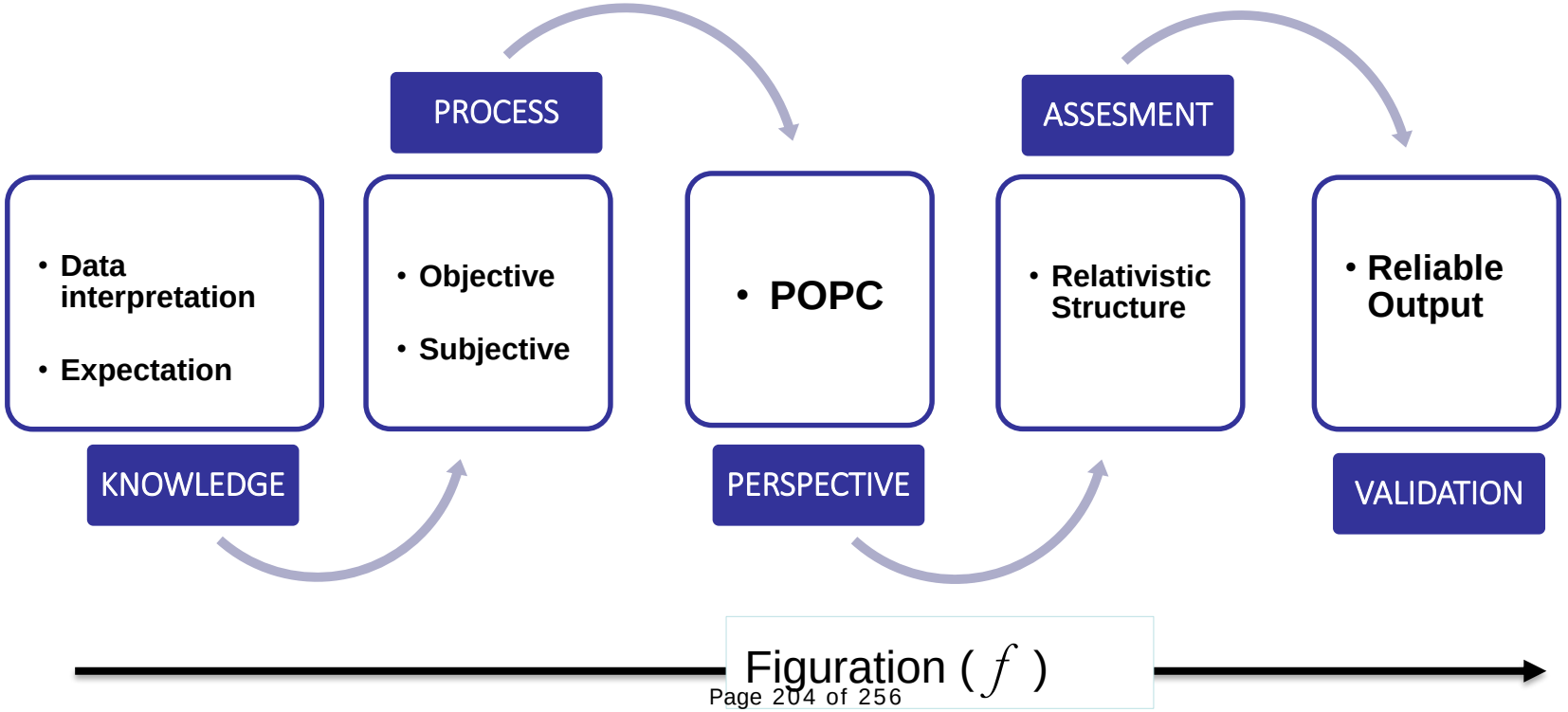
Figurational boundaries and parameters can be logically associated to the phenomena under investigation, by using a POPC lens of interpretation.



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Structural Relevance Theoretical paradigm

Outlines a theoretical paradigm dimension for context, relative to knowledge and perspective derived from figurational lens

Culture	• Fit between culture and knowledge Culture clash and differences Organizational and national cultures	Argote et al., 2003; Ashkanasy et al.,2000; Bhagat et al., 2002; Collins and Smith, 2006; Gordon, 1991; Inkpen and Tsang, 2005; Kogut and Zander, 1992
Strategy	• Choice of a strategy • Stated goals and objectives • Strategic group or niche	Andrews, 1987; Christensen, 1997; Eisenhardt, 1989; Helfat and Peteraf,2003; Inkpen and Tsang, 2005; Kotler, 2000; Meek, 1988; Peter and Olson,1993; Peteraf and Bergen, 2003; Tsai and Ghoshal, 1998
Structure and processes	• Formal hierarchy; Power structure • Communication and leadership styles • Team work, Formality, and Incentive systems	Gupta and Govindarajan, 1991; Rajagopolan et al.,1993; Snell, 1992; Stevenson and Gilly,1991 Davenport, H. T., Prusak, L. (1998). Alavi, M., Leidner, D. E. (2002).
Environment	• Uncertainty, and Causal ambiguity. • Industry volatility and life cycle Location • Relationship with other firms as well as with political and legal agents	Bartlett and Ghoshal,1989; Carroll, 1993; Dyer and Hatch,2006; Hansen and Lovas, 2004; Snell, 1992; Szulanski and Jensen, 2006; Davenport, H. T., Prusak, L. (1998).

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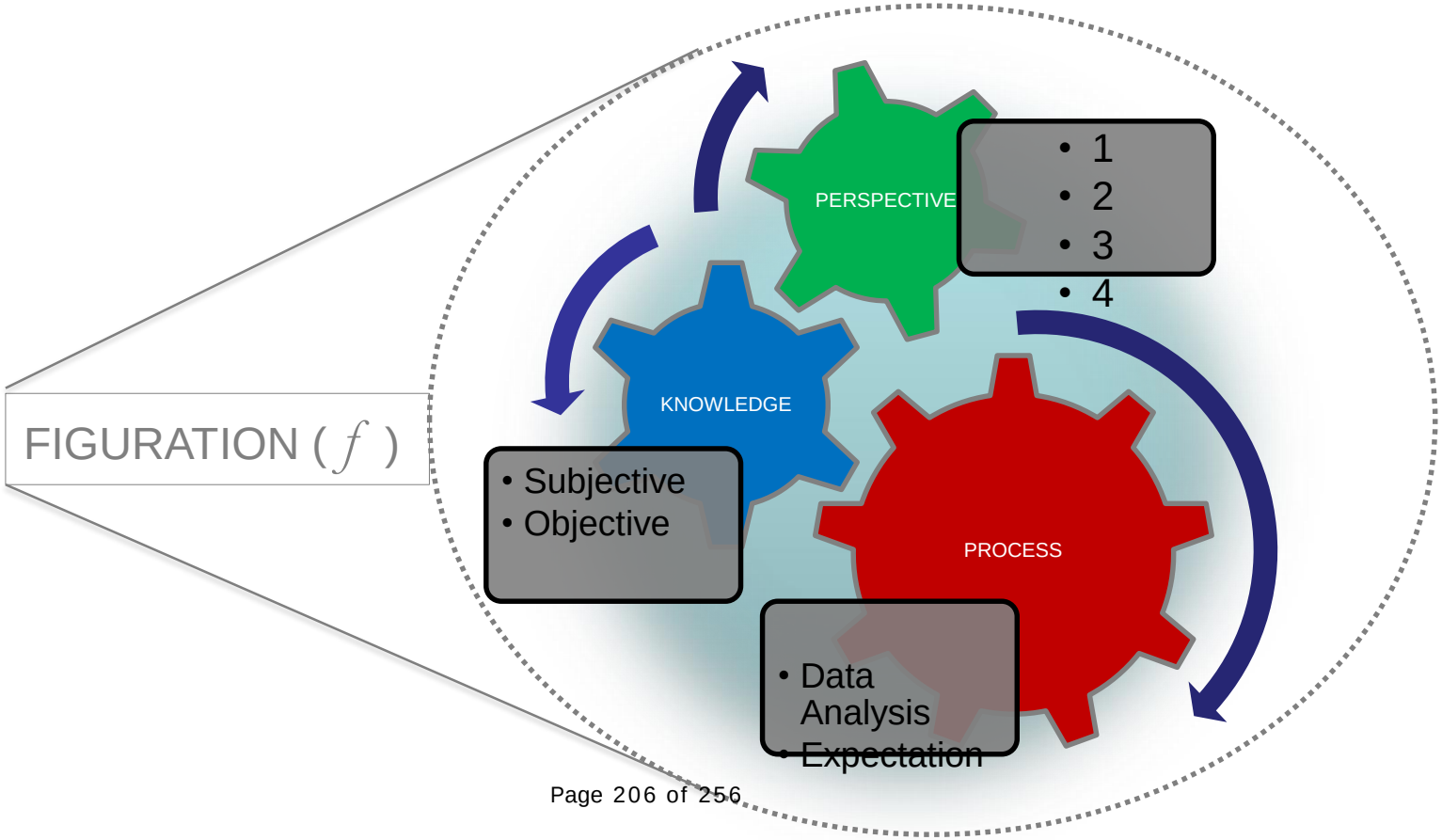
POPC DIMENSION 5: The Figuration in context

Dynamic

A dynamic Figurational entity can then be derived from multiple qualia relative to Process data, context and perspective.



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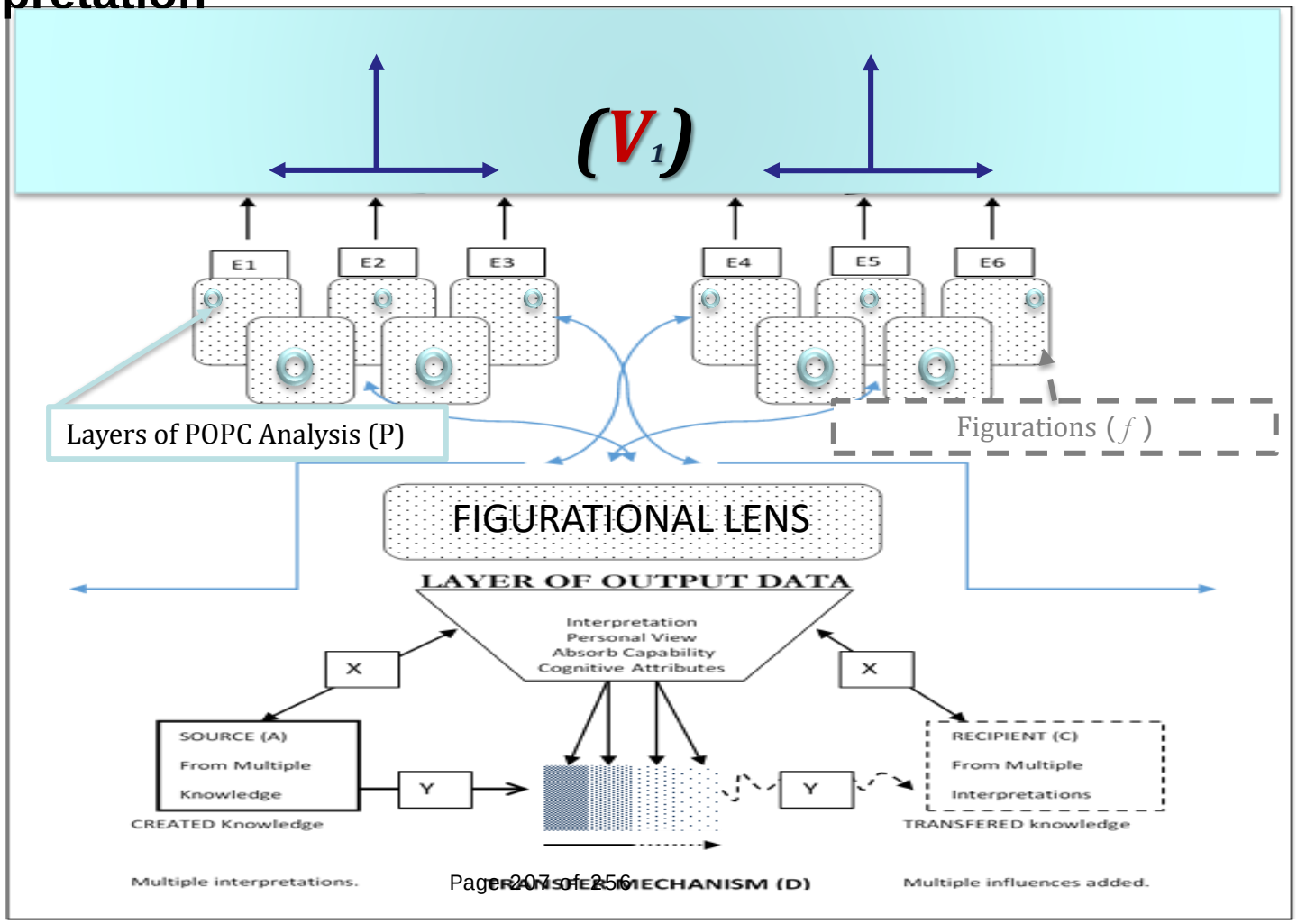
RELATIVE *POPC* DIMENSION

~ POPC using a Figurational dimensioning Lens od interpretation ~



Act 2.....

Utilising a POPC methodology

Can this Phenomena be governed in a useful way?

Yes,

But, what exactly is a *POPC* methodology

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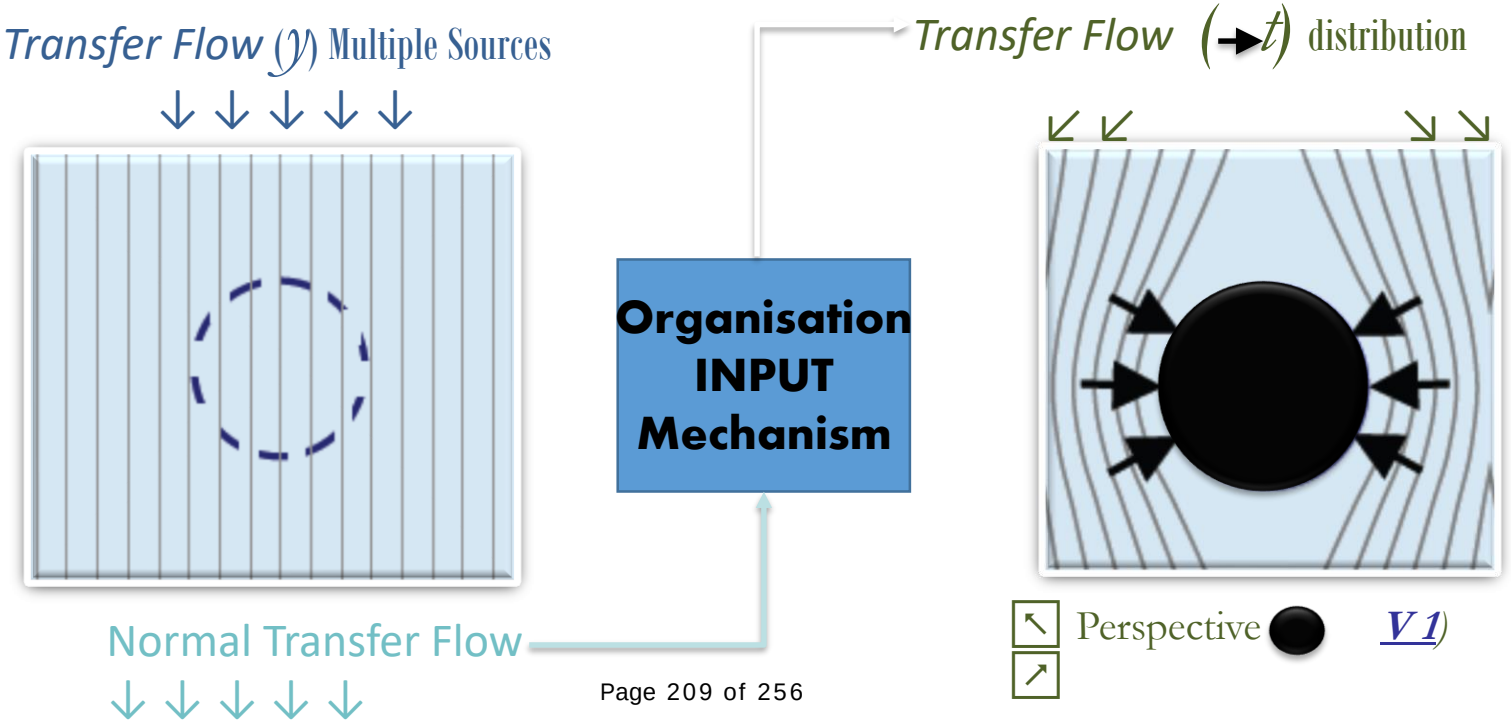
PERSPECTIVE Entrapment within *K*nowledge transfer deployment?

POPC highlights a disparity by identifying higher order derivatives related to the expectant knowledge flow; Assuming (y) = Transfer Flow, then $(Y=\sqrt{v^2}+t)$



POPC ? BROAD SCOPE

Draws these elements together as an identifiable single entity.

CONCEPTUAL OVERVIEW

Philosophical underpinnings of knowledge
Types of knowledge
Knowledge Communication
Relevance to Knowledge transfer
Business practices
Theoretical dynamics
knowledge transfer problems
Business Success & Competitive Advantage

THEORETICAL PARADIGM

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POPC ? TANGIBLE SYNOPSIS

Allows multiple perspective definition

APPROACH	*Psychological*	*Organisational*	*Philosophical*	*Cultural*
Location of knowledge.	External to human mind.	Internal to human mind.	Internal to human mind.	External to human mind.
Meaning of knowledge for the individual.	Created through repeated association of a particular behavioural response with an external stimulus.	Constructed by individual through interaction with Organisational phenomena.	Developed through the use of mental representations to make sense of unstructured	Constructed by social groups and appropriated by the individual.
Descriptions of knowledge.	Behavioural responses.	Individual constructions of the world.	Mental representations (schema, rules, etc...).	Social constructions of the world.
Perceived changes in knowledge by individuals.	The result of environmental changes.	. The result of changing organisational needs.	The result of learning to apply a representation to similar or dissimilar phenomena	Due to the ongoing development of social practices.
Differences in knowledge understanding between individuals.	Due to different reinforcement histories.	Due to different interpretations and different conceptual abilities..	Due to variations in the richness and complexity of mental representations	Attributed to differences in social practice.
Ontological assumptions.	Dualist ontology – person and world are distinct entities.	Dualist ontology - person and world are distinct entities.	Dualist ontology – person and world are distinct entities.	Dualist ontology -person and world are distinct entities.
Particular limitations.	Individuals are passive uncritical respondents to stimuli. No conscious thought required, only conditioning.	Individual constructions cannot be shared between individuals.	Source of representations is unclear. Means by which a particular representation selected is also unclear.	Understatement of individual meaning: focus on social meanings. Individuals respond to changes in social meaning uniformly.

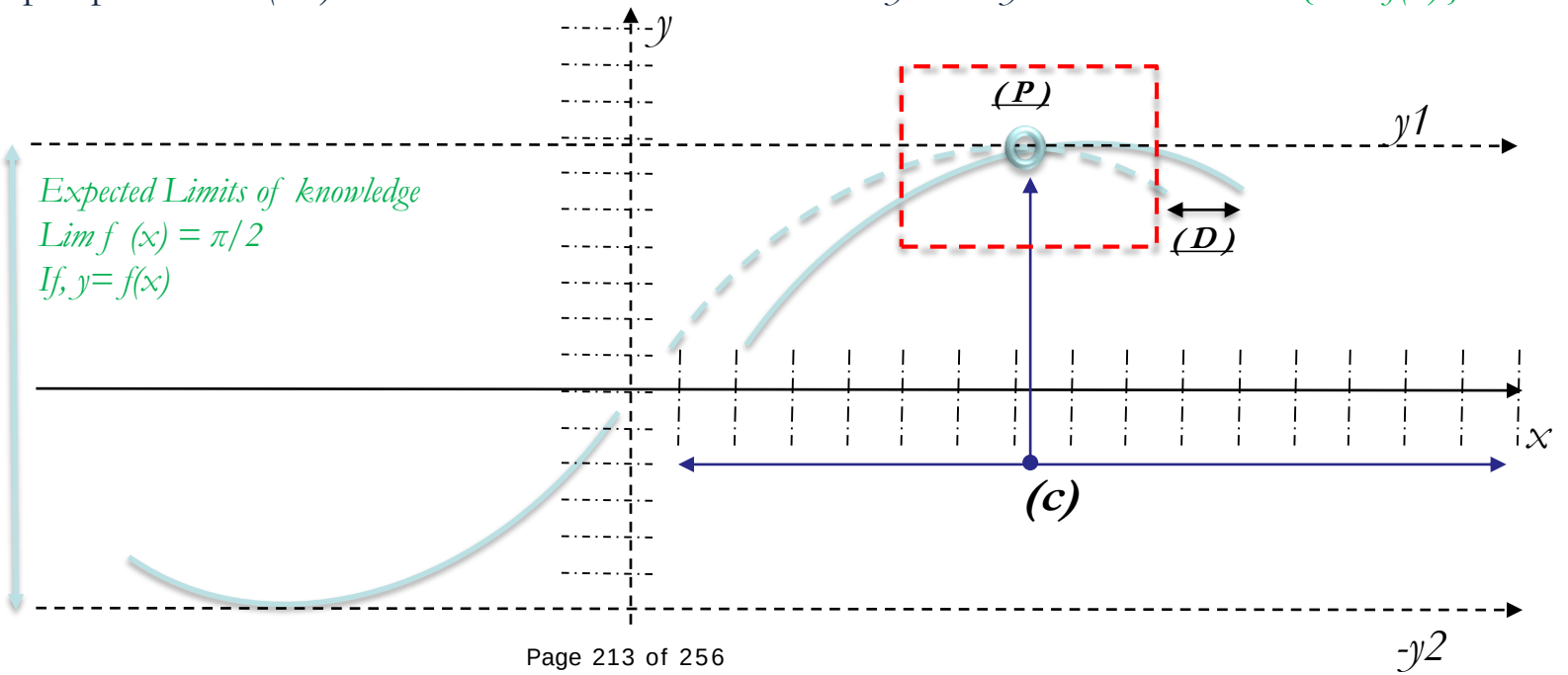
POPC ? TANGIBLE SYNOPSIS *Simplex*

Multiple Perspective OVERVIEW

In the context of data analysis, the knowledge phenomenon to be explained is a pattern in numerical data derived from the perspective of analysis.

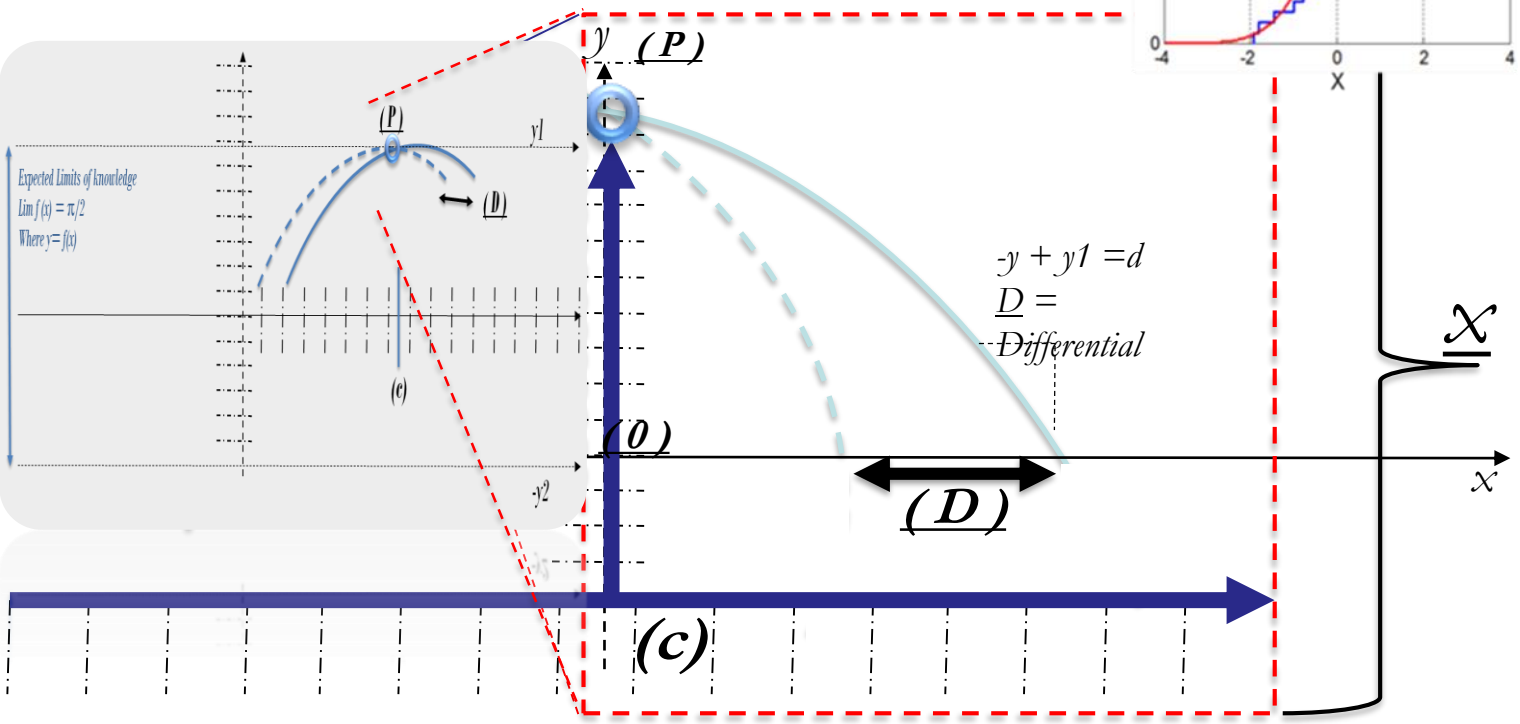
By utilising the formula $(y1=\sqrt{x^2}1)$ we can identify convergence point (P)

We can now see the Linear formulation of change in Knowledge transfer efficiency from the perspective of *(**c**)* since we know the *Limit* between *y1* and *y2* relative to *x*. {*Lim f(x)*}



POPC Highlighting convergence

Convergence point (P) related to Differential (D) at Point **(c)**



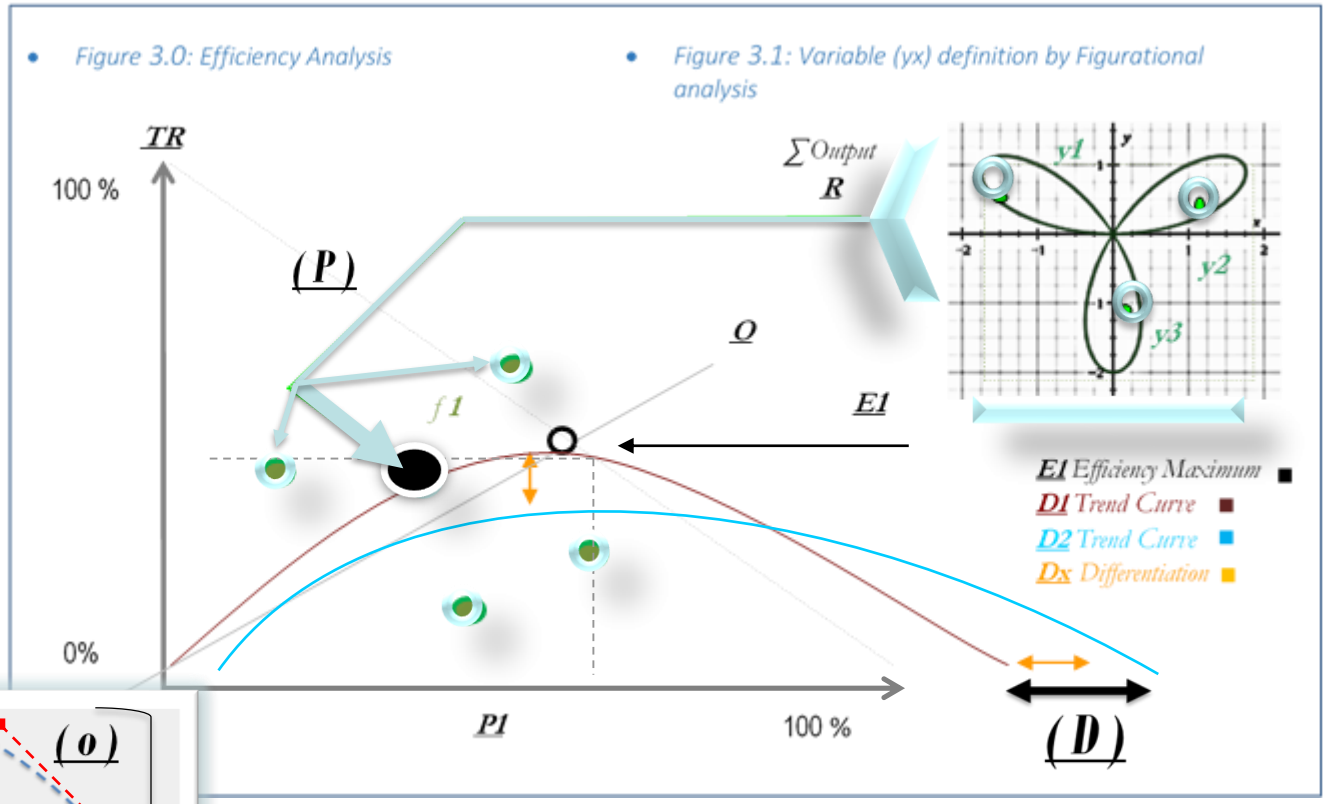
Act 3.....

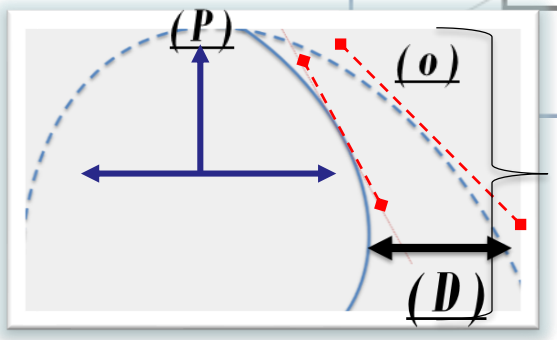
Utilising a POPC methodology

HOW would it become useful ?

Using POPC STRUCTURED ANALYSIS

- *Figure 3.0: Efficiency Analysis*
- *Figure 3.1: Variable (yx) definition by Figurational analysis*





$(y1=\sqrt{x^2}1)$

Act 4.....

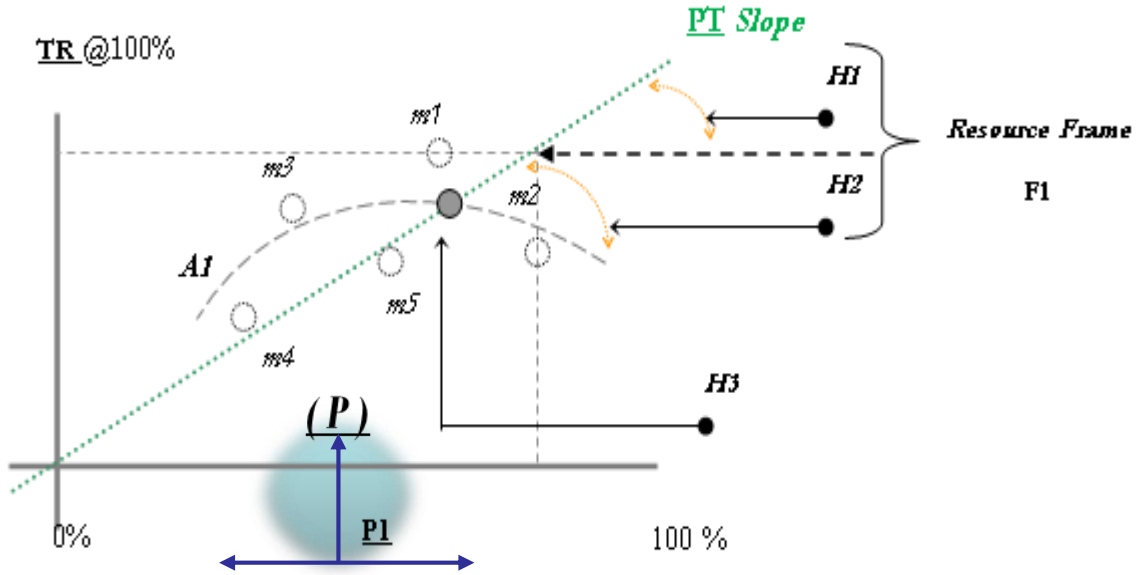
Utilising a POPC methodology

WHERE would it become useful ?

POPC *Practical Example (1)*

NHS HEADROOM PROJECT

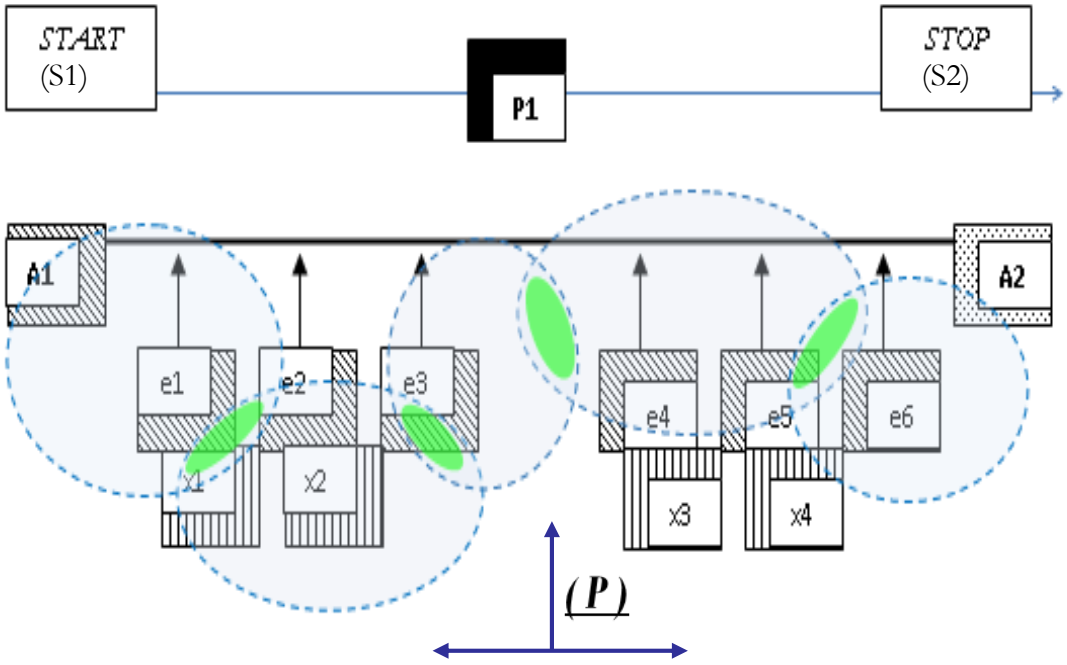
- **Figure 1.0: Core Analytics, Example_1.0: {Chronic Pain}**

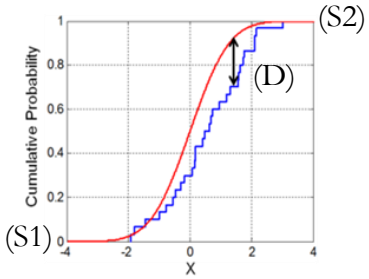


Efficiency Snapshot of GP practices in Edinburgh

POPC *Practical Example (2)*

- **Figure 2.0: Complex Whole Service Process Flow**





Act 5.....

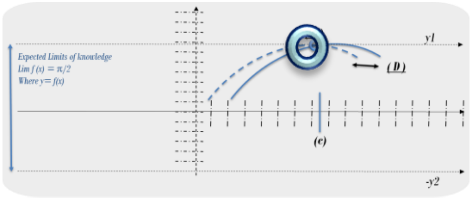
Utilising a POPC methodology

Useful output

HOW is this Useful? VALIDATION

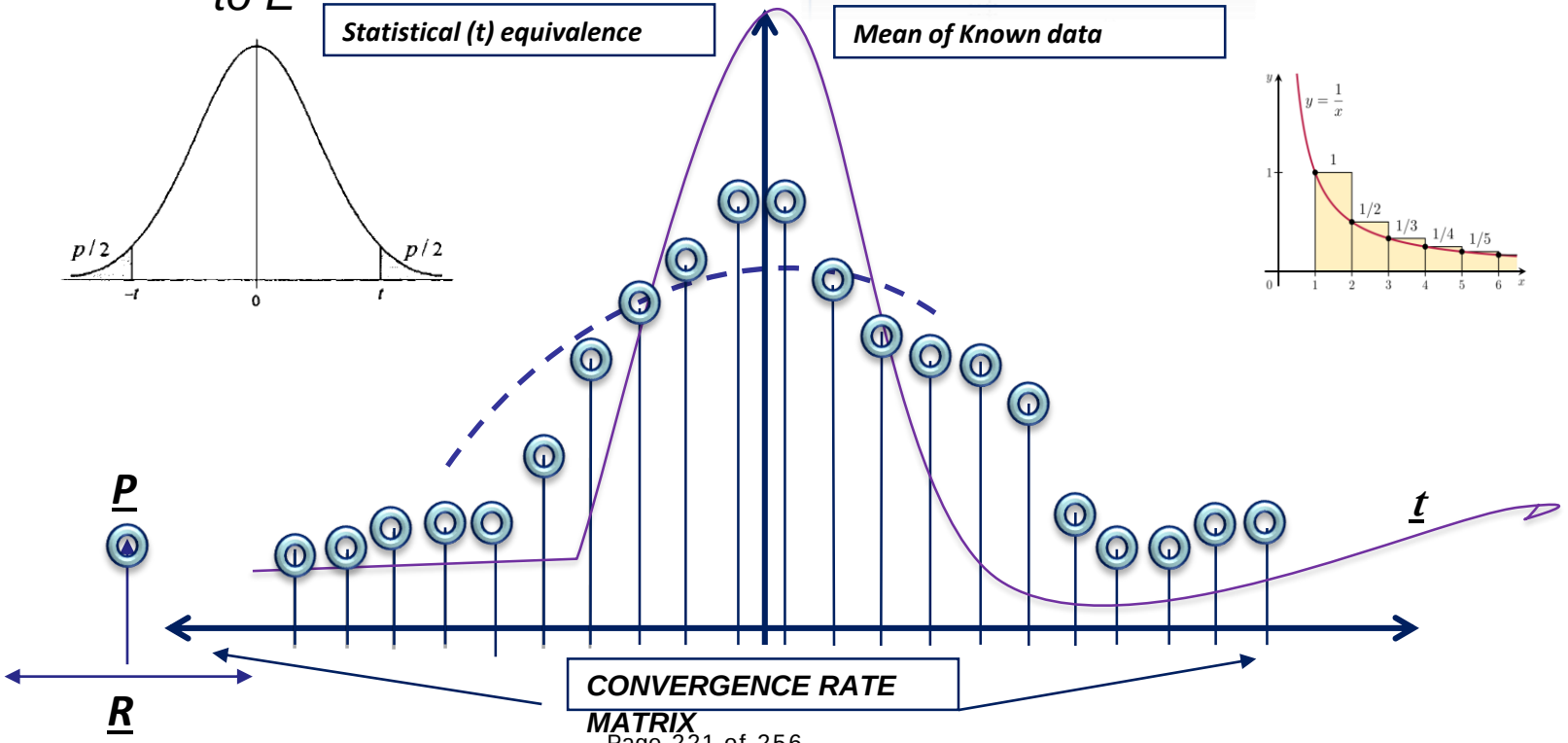
E *EFFICIENCY* ***R*** *RATE*

S *RESISTANCE to E*



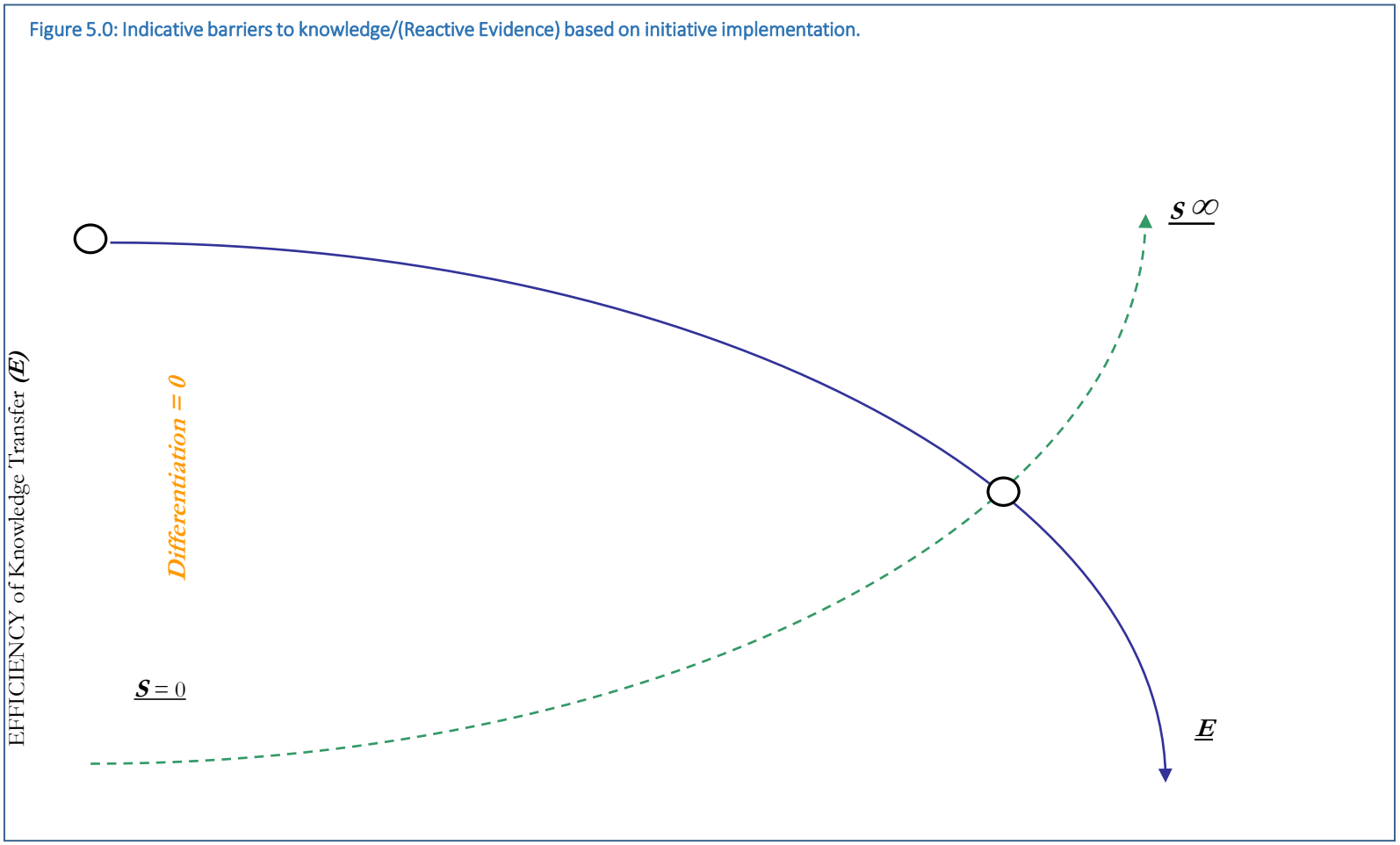
Statistical (t) equivalence

Mean of Known data



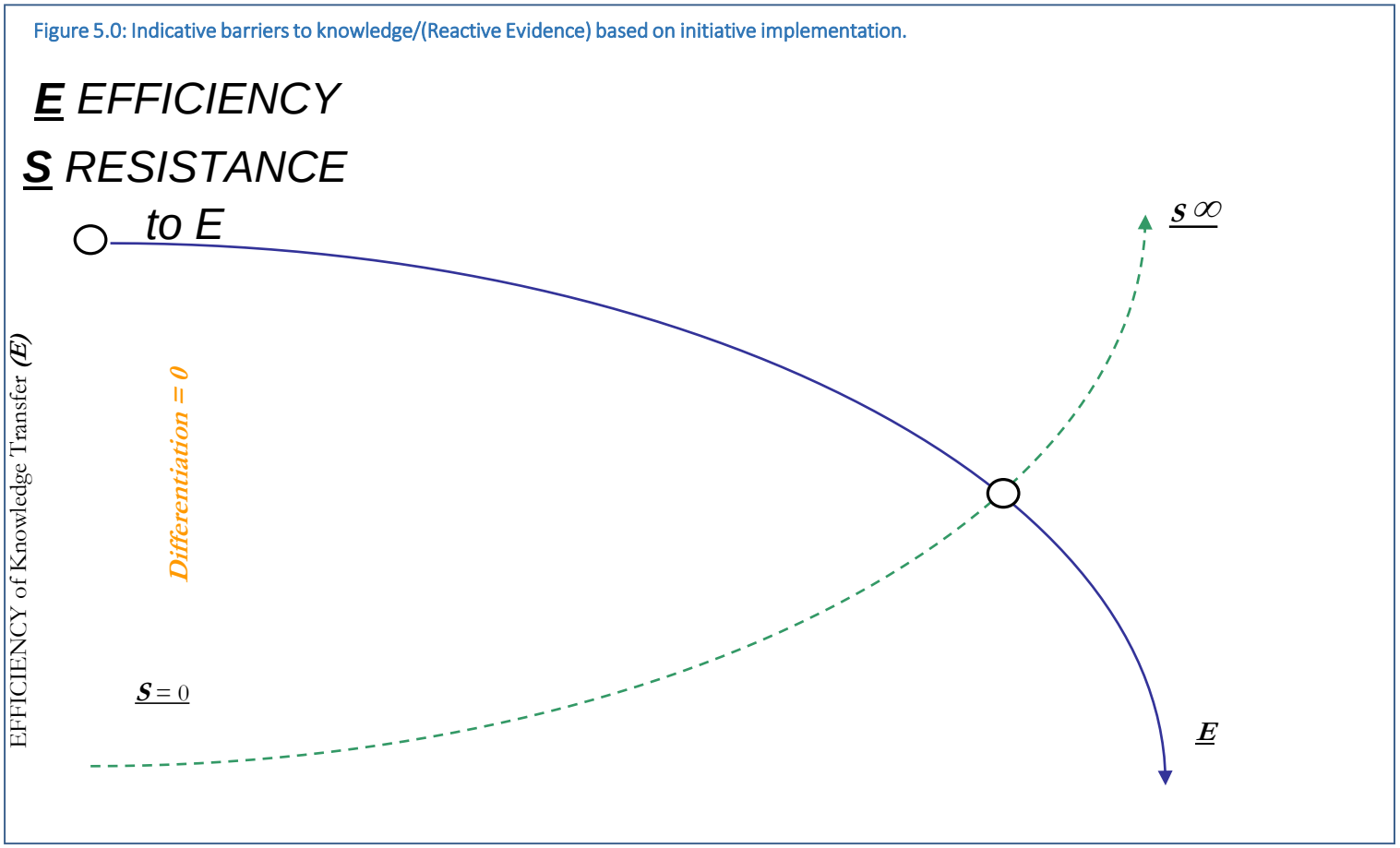
HOW is this Useful? OVERARCHING ANALYSIS

- Figure 5.0: Indicative barriers to knowledge/(Reactive Evidence) based on initiative implementation.



HOW is this Useful? OVERARCHING ANALYSIS

- Figure 5.0: Indicative barriers to knowledge/(Reactive Evidence) based on initiative implementation.



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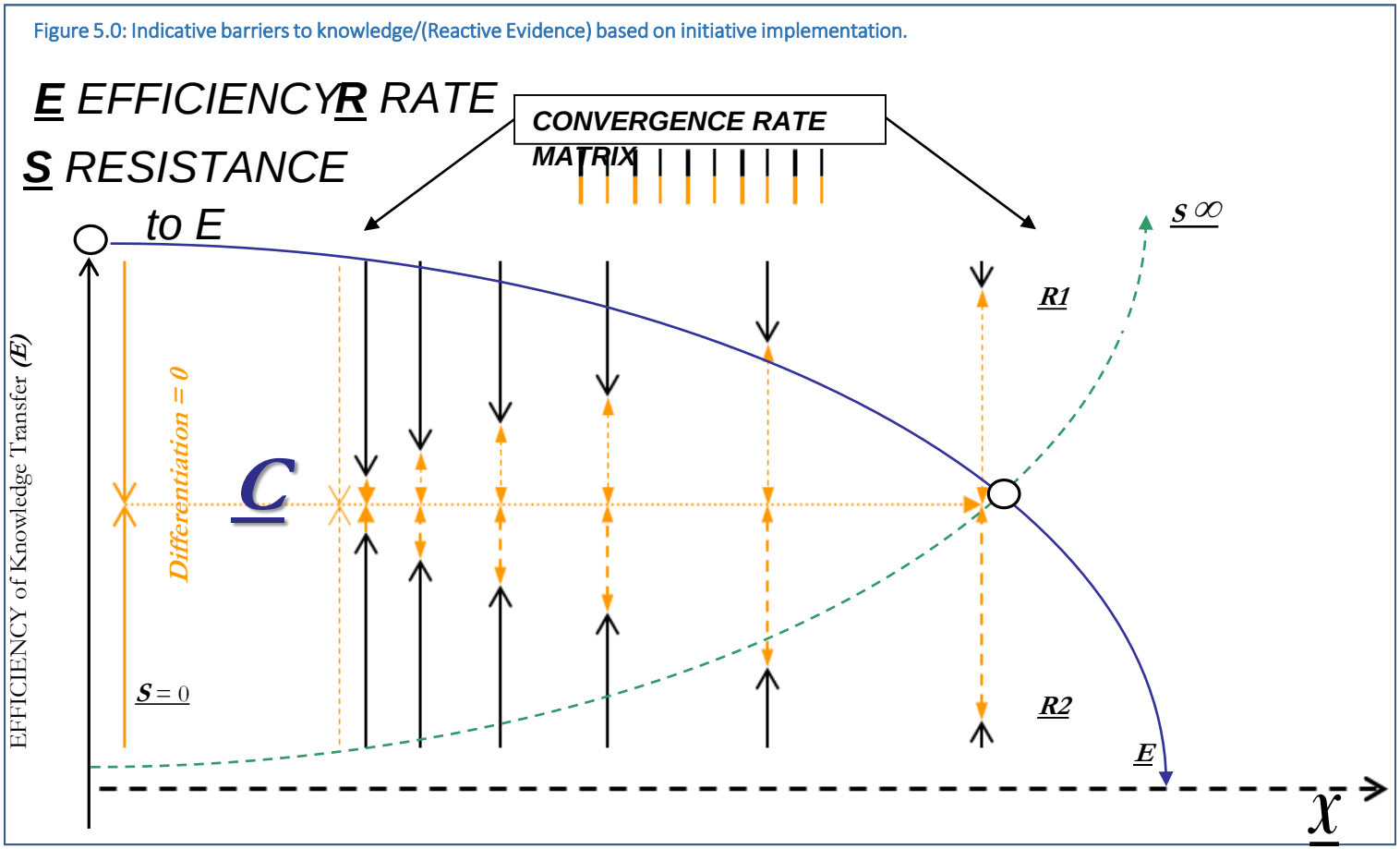
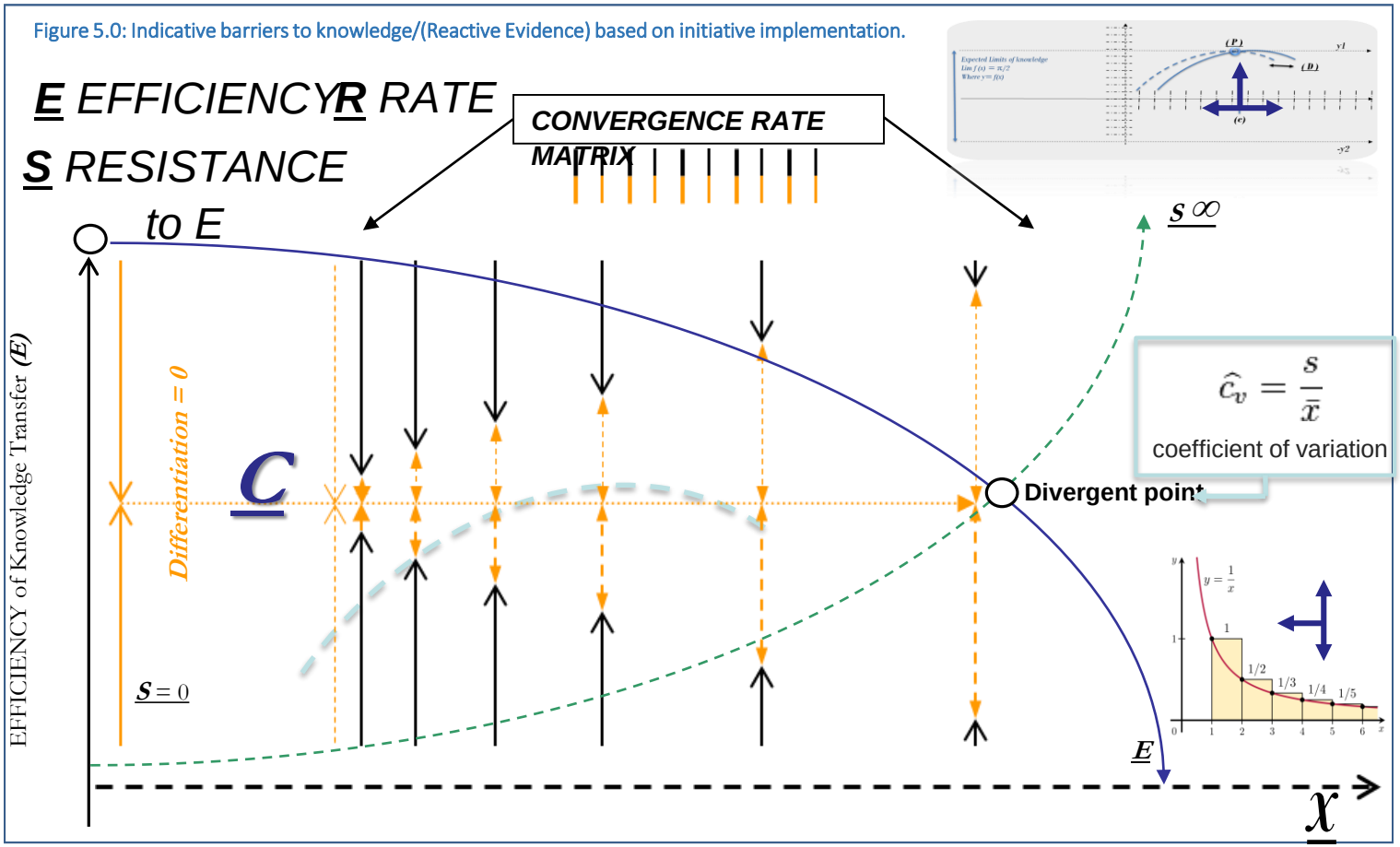
HOW is this Useful? POPC CONVERGENCE RATE MATRIX

- Figure 5.0: Indicative barriers to knowledge/(Reactive Evidence) based on initiative implementation.



HOW is this Useful? POPC Divergent Point

- Figure 5.0: Indicative barriers to knowledge/(Reactive Evidence) based on initiative implementation.



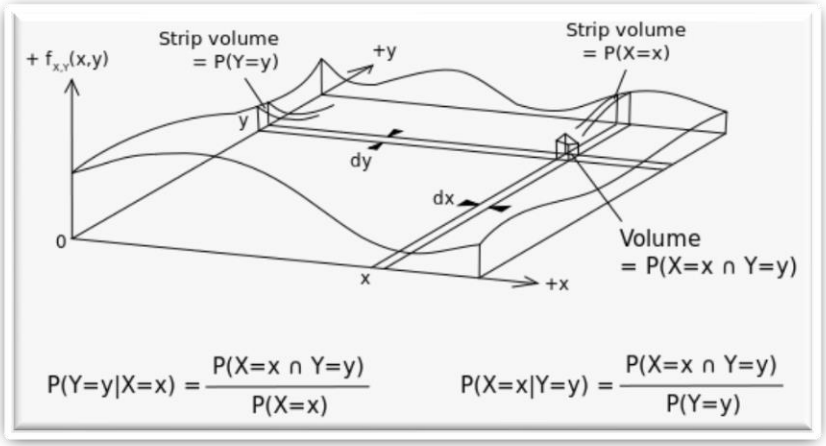
Act 6.....

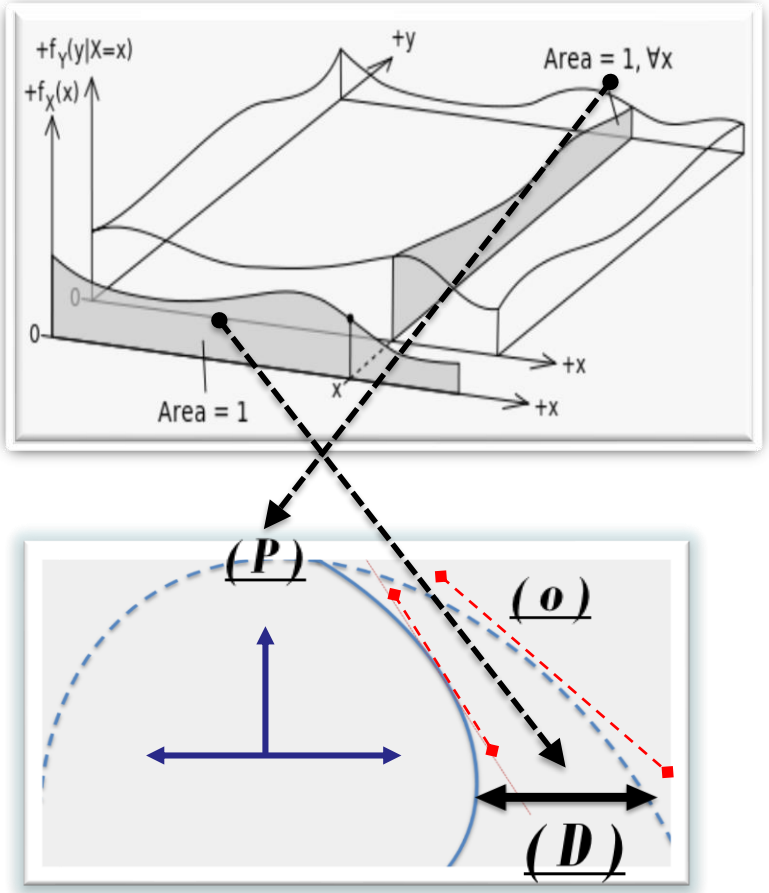
Utilising a POPC methodology

GROWING the theory

Continuing Research: BAYESIAN PROBABILITY

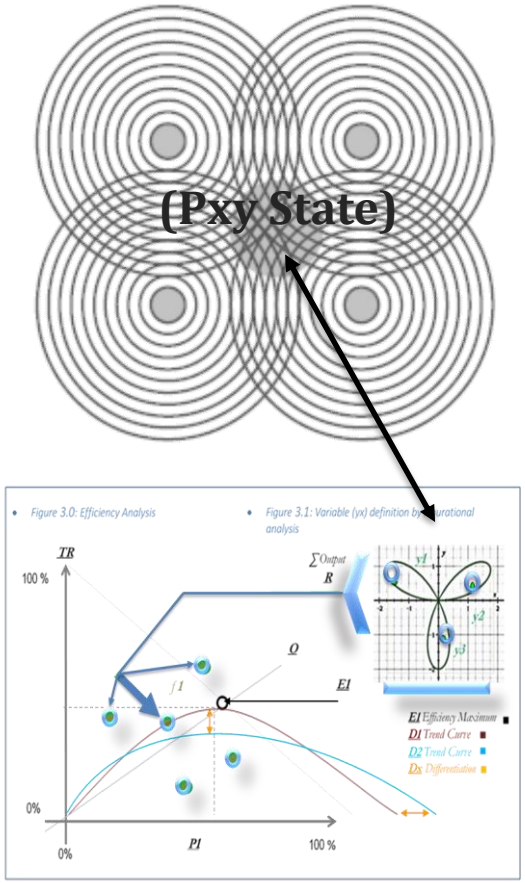
In contrast to interpreting probability as the "frequency" or "propensity" of POPC phenomenon, Bayesian probability is a quantity that we could assign as a variable representing a state of knowledge at a particular POPC convergence point ***(P)***





This would allow a **POPC Event space perspective** *(or Pxy State)* to be generated from continuous random variables *X* and *Y and therefore relative to a previous differentiation*.

Continuing Research: PREDICTIVE PROCESS UTILISATION



A known **Pxy state** would strengthen both phenomenon and observational dimensions

Phenomenon	Observation
Perfect Knowledge (p)	If (p) =cumulative perspectives
Figurational interference (i)	Influence of (i) on (p)
Unified structure (u)	Is (u) ∞
Relativistic interference (r)	How do the unified structure effect each other
Cumulative interference **(R)**	At which point does the structure become –ve efficient
Transfer of knowledge	Can deviation of transfer flow be quantified

Act 7.....

Utilising a POPC methodology

Summing Up

Problematic criteria: Current assessment's?

- *Knowledge is given a dimension of a 2 point data variation, thus, how much one data group differentiates from another?*
- *Traditional use of statistical methods of probabilistic inference to interpret knowledge to resolve these duality issues is therefore limited.*
- *Statistical (p) values, on their own, cannot make discernible distinctions of knowledge within the same or apposing data set, therefore, cannot determine a perspective singularity from multiple variables.*

- **Questions are extremely difficult to answer because data are often contaminated by random variability (noise), and knowledge is distorted out of context by elements organisational of incredulity. Standard (p) testing can only account for part of the answer**

Benefits of POPC: Propensity within the same criteria

- *Empowerment* of ***perspective*** as a main determinate of resource implication, as **POPC** can accept *'null hypothesis'* as a valid perspective.
- *Allow* interpretation of interactive social relationships as ongoing rich data processes, including fundamental data 'outliers'.
- *Apply* flexibly to complex hierarchical models and realistic data structures, including small samples, large samples, unbalanced designs, missing data and unknown variables.
- *Prioritise* demand of finite resources by reducing the effect of unknown outcomes and implements power analysis in both retrospective and prospective forms.
- *Provide* rich information about the relative credibility of all candidate parameter values for any descriptive model of the data, without prescriptive reference to *p* values

What are the Drawbacks of POPC?

- *Complex*
- *Difficult to introduce*
- *Specialist knowledge needed*
- *Unknown benefit*
- *Low credibility*

Act 8.....

Utilising a POPC methodology

Finale

Thank you for listening

Drawing from Berry's nine-dimension-theory, the institutional distance discussed within this study was divided into four dimensions that include the regulation distance (including political distance and legal distance), economic distance, cultural distance and knowledge distance.
Empirical data, showed reverse conditional influence around the effects of "Liability of Foreignness". We combine both the macro and micro level factors i.e. institutional distance and parent company's core competency (ability).
Analysis was based on 60 samples of companies that completed cross-border
Results indicate that cultural distance has a negative relationship with cross-border M&A performance, while the parent company's absorptive capacity has a strong positive relationship with cross-border M&A performance. Furthermore, both play a mediate role in institutional distance, which has a measurable effect on cross-border M&A performance.

Keywords: institutional distance; internationalization; absorptive capacity; cross-border merger and acquisition; performance

draft

The character of cross-border M&A activities has motivated many researchers to explore factors which may affect their success. Whereby, the "*distance*" between the two parties of cross-border M&A is considered important, wherein, institutional distance is reflected as a central concept point within many contemporary research perspectives, discussed by influential authors such as (Choi, Lee, & Shoham, 2016; Li, Vertinsky, & Li, 2014; Liou, Chao, & Yang, 2016). Further, institutional distance and cross-border M&A performance have been hypothesised as significant by contemporary researchers such as (Berry et. al, 2010; Denk et al., 2012) and authors such as (Kostova, 1996; Salomon & Wu, 2012; Higon & Antolin, 2012). Nonetheless, there is limited knowledge around how mechanisms of institutional distance specifically enact on the performance of cross-border M&A activities.

In practice, it could be said that cross-border M&As have become a key driving force for the development of the world economy, however, 70% of these activities have not exceeded an expected business value. Practitioners in the field argue that the central aspect is the institutional distance between the host country and home country. Thus, contemporary research from focuses mainly on the macro level. As such, insufficient attention is given to the parent company's characteristics from a micro perspective. Moreover,, cross-border M&A in emerging economies has increased rapidly in recent years while most empirical research is primarily centred on samples from developed countries.

To achieve a pragmatic and informed perspective, we have focused on the mechanism of institutional distance which can and does influence performance of cross-border M&A. The contributions of this paper are clear, whereby, analysis of the institutional distance in micro level is based on statistical data rather than a qualitative phenomenological perspective.

draft

Secondly, to illustrate the mechanism, the use of "*Characteristics*" as the mediate variable combines the macro and micro level data.

Chinese firms' globalisation strategy started by entry into the neighbouring Asian developing economies, and there is evidence to suggest this was happening in the last 5 years. According to Zhang and Filippov (2009) many Chinese firms are becoming increasingly active in overseas M&A activities, particularly throughout the last 5 years. In this regards, there is evidence to suggest that China's distinctive path to modernization has perhaps challenged some of the more traditional M&A theories (Dikova, Rao Sahib, & Van Witteloostuijn, 2006; Koerniadi, Krishnamurti, & Tourani-Rad, 2015; Yang, 2015) and in doing so, promises to influence future developments within this business and research arena. Similarly, within the last decade, there has been an obvious increase in Chinese M&A activities in Europe (Dreger, Schüler-Zhou, & Schüller, 2017; Karreman, Burger, & van Oort, 2017; McDowall et al., 2017).

As such, Chinese companies are now seen to be entering advanced developed economies with developmental trajectory facilitated around M&A. This has resulting in associated research methods and models being used by companies to determine entry strategy. Academics such as (Rui & Yip, 2008) discussed in detail strategic intent perspective. Discussion by Rui & Yip indicates that many Chinese firms use cross-border acquisitions as a strategy to achieve specific goals, and that this may be as a result of *transnationally* (p214). Whereby, firms strive to gain favourable competitive positions on a global stage, additionally, firms with no sure orientation, are seeking to offset their competitive disadvantages by procuring assets and capabilities. Furthermore (Rui & Yip, 2008), state that this includes domestically directed firms reaching to compete with established multinationals (*LENOVO*) within the Chinese market. This encompasses trade-oriented firms (*HUAWEI)* reaching to expand trade in the short term and with the view to become production firms within the future and niche market players reaching to expand their business.

draft

Data from the World Investment Report (United Nations Conference on Trade and Development, 2017) indicates that cross-border M&A activities are closely related to global economic situations, and as a result have increased rapidly in recent years. For example, in 2015, international flows of FDI (*foreign direct investment*) increased by nearly forty percent, from $1 Tr to $1.8 Tr, becoming the highest level since the 2008 financial crisis. The total worth of cross-border M&A, has experienced a considerable change in the last few years with Cross-border M&A activities in the G20 rose from $532 billion in 2015 to $737 billion in 2016. The following table, TABLE 1, indicates the main aspects of this.

TABLE 1: Cross border value

GROUPS	INTRAGROUP M&As			INTRAGROUP SHARE IN TOTAL M&A		
	2014	**2015**	**2016**	**2014**	**2015**	**2016**
G20	81	276	299	39	61	76
APEC	204	173	173	63	45	50
BRICS	2	3	22	5	6	22
NAFTA	42	57	56	31	26	40
Commonwealth	20	22	6		14	6
ACP	4	0.2	0.01	56	6	0.2

Intragroup cross-border M&As: Value and share of the total, 2014-2016 (Billions of dollars and per cent)

Source: (United Nations Conference on Trade and Development, 2017)

draft

Considerations

Economics distance in this discussion includes three aspects. They are macroeconomic characteristics, the degree of economic development and the status of the financial services sector. Some of the empirical research showed that the economics distance has a negative influence on cross-border M&A performance while others showed that the economic distance and cross-border M&A performance has a significant positive correlation (Yan, D. Y., 2011). The cross-border M&A activity itself is a kind of economic activity, hence economic system and regulations will surely have a direct and important impact on the performance of cross-border M&A. Therefore, an analysis of economic distance and the performance of cross-border

M&A will be carried out. It is generally believed that the economic distance will increase due to the cost of unfamiliarity and discrimination in the cross-border activities.

Cultural distance is the most concerned factors both in literature and in empirical studies on cross-border activities. However, different researchers gave different empirical results on the relationship between cultural distance and the performance of cross-border M&A performance. Li (1995) found that in the merged American and Japanese pharmaceutical and computer industries, the failure rate is not significantly higher than those with smaller cultural distance. Park and Ungson (1997) studied the dissolution of 186 joint-ventures and the results showed that the cultural distance didn't affect the performance of cross-border investment directly. McCloughan and Stone (1998) carried out a study of 252 manufacturing factories in the north of the UK. The results showed that the nationality of the parent company had no direct impact on the survival rate of the subsidiary. Based on 52 cross-border merger projects, Morosini (1998) found that national cultural distance enhanced cross-border acquisition performance. According to the data from 898 joint-venture enterprises, Li's (2001) research showed that the rate of return was determined by the country of joint venture. Having an Asian-partner would result in better performance than having a Western-partner.

Therefore, culture distance could have a positive effect on performance. Although the empirical conclusions are inconclusive, we generally believe that cultural distance will hinder interpersonal interactions, increase communication problems and will therefore show a negative effect on the performance of cross-border M&A.

Knowledge distance refers to the difference of knowledge level or knowledge quantity between different countries. The knowledge economy has gradually replaced traditional production factors and become the key element of economic development and enterprise growth. Therefore, the effective use of knowledge resources has become an important aspect

of the core competence of enterprises and the important goal of cross-border mergers and acquisitions. Knowledge distance is an important aspect of the institutional distance and is considered to be an important factor that affects the performance of cross-border M&A (Berry, 2010). Based on the sample of 53 cooperative development projects, Schulze (2012) found that there is an inverse U type of relationship between knowledge distance and collaborative innovation performance.

The non-structure knowledge distance can provide a rich source of knowledge which will furthermore give a positive impact on enterprises efficiency, while the structure knowledge distance will increase the difficulties of coordination between different organizations and therefore has a negatively effect on enterprises efficiency. Furthermore, cross-border organisations without sufficient international experiences are more likely to encounter difficulties in foreign activities (Zaheer, 1995). Thus, knowledge about organisations is important for internationalization (Eriksson et al., 1997). Distance reduces the similarity, while experience increases the similarity. Therefore, as organisations accumulate more international experience, the impact of institutional distance on cross-border M&A performance would be mediated. Organisations can reduce this negative influence through international experience accumulation (Johanson &Vahlne, 1977; Estrin et al., 2009; Yan, 2009; Wu, 2011).Experience in this context is therefore an important intangible asset which forms the competitive advantage of an organization (Hymer, 1976). Experience from successful M&A can be used for future M&A activities, resulting in fewer mistakes being made (Vermeulen & Barkema, 2001).

The concept of this sort of absorptive capacity arose from the macro level and was first used to analyse technology catching-up of lagging countries (Gerschenkron, 1962; Abramovitz, 1986). The basic dimensions of a firm's learning method - particularly, recognizing, assimilative, and applying new, external data was first introduced by Cohen and Levinthal

(1990) who defined this as absorptive capacity. This has further developed and later known as key aspects for organizations to develop and maintain a competitive advantage. This is often notably the case for the multinational corporation (MNC), that coordinating, distributing, and victimization valuable information inside its world network of subsidiaries are crucial to its core competencies (Roth &Morrison, 1992; Philip Roth &Nigh, 1992). This is especially the case where the international diffusion and local absorption of distinctive information that is unlikely to be imitated by competitors. For example, the information entrenched in customised distribution and marketing method which presents a unique source of competitive advantage for MNCs (Gupta &Govindarajan, 2000; Jensen &Szulanski, 2004).

In this regards, Yli-Renko (2001) selected 180 high-technology enterprises from the United Kingdom as research samples; the result confirmed that absorptive capacity has a significant positive influence on new product development and technology improvement. Based on samples from 120 business units in the petrochemical and food manufacturing industry, Tsai's (2001) research showed that enterprise's absorption capacity has a positive influence both on enterprise profit performance and on enterprise innovation performance. Liu (2009) studied the sample of 298 enterprises in China, the empirical result confirmed that the absorptive capacity not only has a direct impact on corporate enterprise profit performance and innovation performance, but also plays an intermediary role in the process of enterprise external network impact on enterprise performance.

Drawing from the comprehensive literature overview, we propose the following hypotheses:

Hypothesis 1: The regulation distance has a negative relation with parent company's cross-border M&A performance. The larger the regulation distance between home country and the host country, the worse off is the parent company's cross-border M&A performance.

Hypothesis 2: The economic distance has a negative relation with parent company's cross-border M&A performance. The larger the economic distance between home country and the host country, the worse off is the parent company's cross-border M&A performance.

Hypothesis 3: The culture distance has a negative relation with parent company's cross-border M&A performance. The larger the culture distance between home country and host country, the worse off is the parent company's cross-border M&A performance.

Hypothesis 4: The knowledge distance has a negative relation with parent company's cross-border M&A performance. The larger the knowledge distance between home country and the host country, the worse off is the parent company's cross-border M&A performance.

Hypothesis 5: The degree of internationalization has a positive relation with company's cross-border M&A performance. The more experience of internationalisation that the parent company has, the better off is the parent company's cross-border M&A performance.

Hypothesis 6: The internationalization degree mediates the negative effect of institutional distance on parent company's cross-border M&A performance. If the parent company's internationalization degree is higher, the negative effect of institutional distance on parent company's cross-border M&A performance will become weaker.

Methodology

In order to analyse the role of the institutional distance within transnational business activities, a majority of researchers discuss the importance of composition of the institutional distance. Much of the underpinning of the research is supported by the three pillars theory, which considered regulative systems, normative systems and cultural-cognitive systems as the three dimensions of institutional distance (Scott, 1995) and elaborated by (Kostova, 1996; Xu, 2001).

From this perspective, we can see that that institution is divided into formal and informal institutions. From the perspective of quality, the institutional distance can also be divided into nine dimensions that include economic, financial, political, administrative, cultural, demographic, knowledge, connectedness and geographic (Berry, 2010). Although different researchers have different views on the conception and dimensions of institutional distance, the essence of it is to make a more detailed description and facilitate follow-up analysis. Therefore, based on previous theories, we propose that institutional distance is made up of four dimensions which are regulations distance, economic distance, cultural distance and knowledge distance.

Conceptual model

A historic perspective from Johanson&Vahlne (1977: pp22) initiates the concept of "Psychic Distance" and considers that psychic distance between different countries hindered the communication process and the transfer of technology and management experience between the parent company and its subsidiaries. Thus, the "distance" between acquired firm and acquiring firm is considered an important factor that affects the performance of cross-border M&A. More recently, authors such as (Azar & Drogendijk, 2014; Evans & Mavondo, 2002; Puthusserry, Child, & Rodrigues, 2014) examine how Psychic distance effects coping strategies within the various parties concerned. In this regards, Hofstede (1983: pp121) noted that "Cultural Distance" between different countries has the potential to negatively affect the cost of trade and (Kessapidou & Varsakelis, 2002; Zhan & Chen, 2013) explain that this phenomena as important when considering impacts within international business performance.

An institutional- view may be drawn from the concept of "Institutional Distance" (Ionascu, Meyer, & Estrin, 2005; Lahiri, Elango, & Kundu, 2014; Xu & Shenkar, 2002) and elucidates the differences and uncertainty of different party's institutional context and points of view. From these perspectives, we can determine that psychological distance or cultural distance is the description of the differences and the uncertainty between stakeholders. Institutional

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distance therefore is a key factor which can influence the validity of transnational business activities. Prominent authors such as (Berry, 2017; Berry, Guillén, & Zhou, 2010; Berry & Kaul, 2015) explain in detail that increase of institutional distance intensifies the risk and cost of cross-border M&A and that linked to this, "Liability of Foreignness" also exists as a negative influence on cross-border M&A performance (Berry, 2010). Similarly, regulation in this discussion includes political and legal rules at the national level. Regulations are the basis of firm behaviour and will affect enterprises' growth path and strategic mode. The regulation distance is related to the performance and behaviour of the cross-border enterprise and will influence the entry-location, entry-time and entry-mode of the investors (Makino et. al., 2004), and have a significant negative impact on the overseas investment results (Zhang J. H., 2010; Yan D. Y., 2011).

As such, we combine both the macro and micro level factors i.e. institutional distance and parent company's core competency (ability). Suggesting that institutional distance can affect the performance directly and indirectly through parent company's ability.

Sample selection

The model was tested by data from Chinese cross-border M&A completed in 2012. The samples present some special characteristics that make it suitable for our purpose. The cross-border M&A in developing countries is increasing rapidly while the empirical researches based on developing countries are seldom. In 2013, the number of cross-border M&A conducted by Chinese enterprises (excluding Hong Kong, Macao and Taiwan) is 343, its total amount is 26.87 billion dollars which accounted for 7.70% of the world and ranked fourth in the world (UNCTAD cross-border M&A databases). In addition, the effect of cross border M&A on the parent company's performance presents an opportunity to study the lagging effect. This study analysed the change of parent company's performance two years after its cross-border M&A. The data set from 2012 was the most current information available for the analysis.

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Based on the database of BVD-Zephyr and Qingke, we preliminary screen out cross-border M&A items completed in 2012. Then according to the company's official announced annual report, we screened out the target items. Furthermore, (1) removed companies being listed after 2012, (2) eliminated companies with uncompleted financial data or abnormal fluctuation performance, (3) renounced companies registered in tax havens (to ensure the cross-border M&A is part of parent company's international strategic), (4) at least one of the main sponsor is enterprises registered in mainland China, (5) the target enterprise must registered outside mainland China, (6) the cross-border M&A have been confirmed to complete. According to the above criterions, 60 samples are valid.

Variable measurement

Dependent variable in this paper is the parent company's profit performance, and we measured it by Return on Total Assets. The data can be acquired from enterprise annual report.

Independent variable in this paper is institution distance and it includes regulation distance, economic distance, culture distance, and knowledge distance. We first collected the indictors of each variable and then calculated its distance. The regulation indicator of each country was collected from World Governance Indexes given by World Bank Group. The economic indicator of each country was collected from Index of Economic Freedom given by The Heritage Foundation. The culture indicator of each country was collected from Global Leadership and Organizational Behaviour Effectiveness. We also divided sub-dimension of culture into two parts, practice and value. For some missing data, we made some necessary and reasonable technical adjustments. The knowledge indicator of each country was collected from World Economic Forum, and we chose three sub-dimensions that are Higher Education and Training, Technological Readiness, Innovation to describe it.

Based on the collected indicators of each variable, we calculated the distance between home country and host country mainly according to formula given by Kogut & Singh (1988). The formula is as following.

$$D_{jk} = \mathrm{Ln} \sum_{i=1}^{n} \left\{ \left(D_{ij} - D_{ik} \right)^2 / V_i \right\} / n$$

D_{ij} represents the index of item i in country j.
D_{ik} represents the index of item i in country k.
V_i represents the variance of item i.

Mediate variable in this paper is parent company's characteristics, and it includes two dimensions that are internationalization extent and absorptive capability. The internationalization extent is measured by Transnational Index mainly gain through official report. The absorptive capability is measured by four indicators that are the proportion of R&D expenditures accounted for net assets; the proportion of technological staff accounted for whole staff, the proportion of staff with bachelor degree or above accounted for whole staff, the proportion of intangible assets accounted for net assets. All these data can be acquired from enterprise annual report.

Analysis

Reliability

According to the valid data, the research made a further analysis by using the statistical analysis software SPSS. The reliabilities are tested by Cronbach alpha values that are all above the recommended mini-mum of 0.70. The adjustment CICTs are all above the recommended minimum of 0.35. Thus, all of the constructs demonstrate good internal consistency and hence, reliability.

Correlation

The results of correlation analyses are shown in **TABLE 2**. There are 17 correlations among institution distance, parent company's characteristics and parent company's profit

performance. In particular, there are only 2 correlations between ROTA02 and other variables. Therefore, we make regression analysis only between ROTA01 and other variables, and ROTA01 is hereafter referred to as M&A performance.

TABLE 2: Correlations for the Variables in the Model

	1	2	3	4	5	6	7	8	9	10
1 Regulation distance	1.000									
2 Economical distance	0.914**	1.000								
3 Cultural distance: Practices	-0.070	-0.119	1.000							
4 Cultural distance: Values	-0.102	-0.184	0.714**	1.000						
5 Knowledge distance	0.896**	0.808**	0.102	-0.106	1.000					
6 Internationalization extent	0.204	0.212	0.193	0.191	0.198	1.000				
7 Absorptive capability 01	-0.103	-0.119	0.363**	0.527**	-0.040	0.139	1.000			
8 Absorptive capability 02	0.348**	0.356**	-0.164	-0.384**	0.388**	-0.002	-0.474**	1.000		
9 ROTA 01	0.045	0.078	-0.259*	-0.364**	0.034	-0.024	-0.297**	0.376**	1.000	
10 ROTA 02	-0.065	-0.108	0.061	0.190	-0.077	0.054	0.107	-0.286*	-0.881**	1.000

N=205. * p ≤ 0.05 (2-tailed). ** p ≤ 0.01 (2-tailed tests).

Based on factor analysis, the absorptive capability can be divided into two dimensions.
One is determined by the proportion of R&D expenditure account for net assets and the proportion of intangible assets account for net assets we name it "Absorptive capability 01", the other is determined by the proportion of technological staff account for whole staff and the proportion of staff has bachelor degree or above account for whole staff we name it "Absorptive capability 02". In view of the availability of data and research object, we didn't make a deep analysis on absorptive capacity in this paper. However, the factor analysis result coincide with the conclusion of Zahra & George (2002) that divided absorptive capacity into potential absorptive capacity and realized absorptive capacity. According to the result, we give that "Absorptive capability 01" means potential absorptive capability and "Absorptive capability 02" means realized absorptive capability.
ROTA 01 = Rate of Total Assets in 2012 - (Rate of Total Assets in 2010 + Rate of Total Assets in 2010)/2
ROTA 02 = (Rate of Total Assets in 2014 + Rate of Total Assets in 2013)/2 - Rate of Total Assets in 2012

Regression

Stepwise method is used to give linear regression and the results are shown in **TABLE 3**. The results showed that cultural distance values has a significant negative impact on both M&A performance and realized absorptive capability, realized absorptive capability has a significant positive impact on M&A performance, cultural distance values has a significant negative impact on realized absorptive capability, knowledge distance has a significant positive impact on realized absorptive capability.

TABLE 3: Results of Linear Regression

	R	R^2	Sig. (F)	Sig. (t)	Tolerance	D-W	VIF max
$Y_1 = -0.364X_{3b}$	.364	.133	.004	.004	1.000	2.155	1.000

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$Y_1 = 0.376F_{2b}$	.376	.141	.003	.001	1.000	1.915	1.000
$F_{2b} = 0.351X_5 - 0.347X_{4b}$	.519	.269	.004	.004	0.989	2.144	1.011
$Y_1 = 0.277F_{2b} - 0.258X_{3b}$	.445	.198	.049	.049	0.853	1.938	1.173
Y1: ROTA 01; Y2: ROTA 02.							
X1: Regulation distance; X2:Economical distance; X3a: Cultural distance Practices; X3b: Cultural distance Values; X4: Knowledge distance.							
F1: Internationalization extent; F2a: Absorptive capability 01; F2b: Absorptive capability 02.							
0.05≤p≤0.1.							

RESULTS

Base on the empirical results, this researcher further interviewed senior managers of two companies that have engaged in cross-border M&A, and conducted the following conclusions.

Firstly, regulation distance and economic distance mainly affect whether cross-border M&A can be carried on smoothly. Regulation distance and economic distance mainly reflects the differences of government regulatory systems between two countries, and these differences mainly determine whether the cross-border M&A can be carried on smoothly. In this study, however, the implicit assumption is that the cross-border M&A activity has completed, we only discuss the influencing factors to M&A performance, thus the regression results show that regulation distance and economic distance have no direct influence on M&A performance.

Secondly, cultural distance values is an important factor affects the performance of cross-border M&A. On one hand, as the cognitive dimension of institutional distance, the cultural distance value means the differences in employee's behavior patterns, and this has a direct effect on M&A performance. One the other hand, cultural distance values affects M&A performance through affecting parent company's realized absorptive capacity. Meanwhile, there is a significant correlation between culture distance practice and M&A performance, but the culture distance practice does not enter the regression equation. The reason lies in two aspects. One reason lies in the division of culture

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distance. According to GLOBE, culture distance values represent what the culture "should be", while culture distance practice represent what the culture "as is". The difference of "as is" is relatively predictable, thus it can be avoided. The other reason lies in the analysis method. Cultural distance values and cultural distance practice are interrelated, the stepwise method in regression analysis weaken the function of culture distance practice. Therefore, in the revised concept model, we choose culture distance values to represent cultural distance.

Thirdly, knowledge distance has an indirect effect on M&A performance through affecting parent company's realized absorptive capacity. The empirical results don't show the correlation between knowledge distance and M&A performance. On one hand, the influence of knowledge distance on M&A performance should be reflected in the innovation performance, and indicators to measure M&A performance in this study is mainly related to profit performance. On the other hand, in the manufacturing industry and high-tech industry, the influence of knowledge distance on M&A performance shall be more significant, but confined to limited samples, we did not control enterprise type in this study.

Fourthly, parent company's ability not only has a directly influence on M&A performance, but also plays a mediate role in institutional distance affects M&A performance. There is no correlation between parent company's internationalization and M&A performance. The internationalization extent is measured by Transnational Index in this study, while this may not fully reflect parent company's international experience in the host country. The empirical results show that parent company's realized absorptive capacity not only has a directly influence on M&A performance, but also plays a mediate role in institutional distance affects M&A performance. Meanwhile, there is a significant correlation between parent company's potential absorptive capacity and M&A

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performance, but parent company's potential absorptive capacity does not enter the regression equation. One reason is due to the measurement on potential absorptive capacity in this study.

According to regression results, knowledge distance doesn't affect M&A performance directly but have a significant effect on realized absorptive capacity. In view of the fact that realized absorptive capacity has a significant effect on M&A performance, we can hold that knowledge distance affects M&A performance indirectly by influencing realized absorptive capacity.

According to the regression results, cultural distance values has a significant effect on M&A performance, therefore, when considering realized absorptive capacity, the index Beta of network characteristic is decreasing and the index R and R2 are all increasing. That is, the realized absorptive capacity plays the mediate role in the process of cultural distance values affecting M&A performance.

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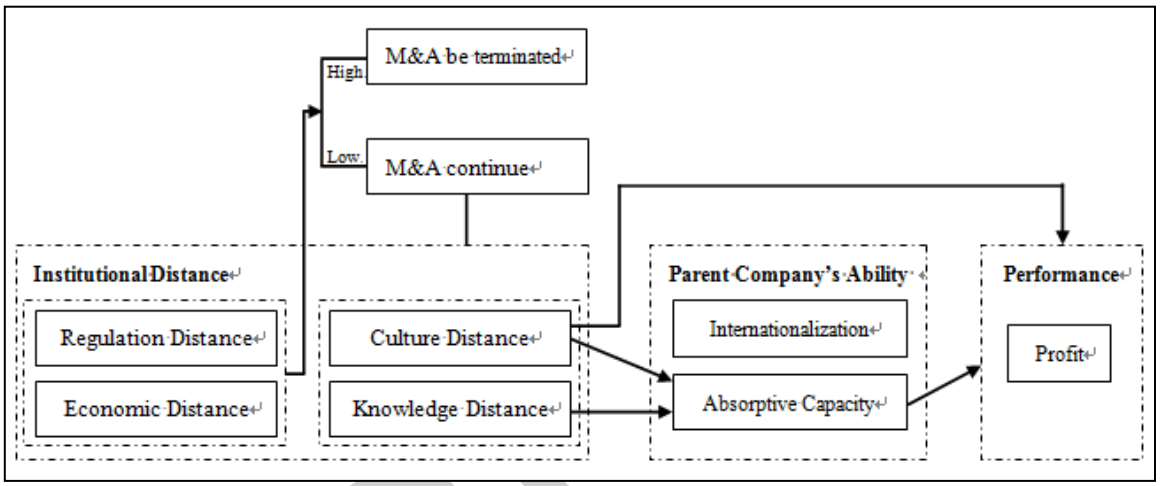
TABLE 4: Results of Hypothesis Testing

Hypothesis Briefly Description	Result
Hypothesis 1: The large the regulation distance between home country and host country is, the worse of parent company's cross-border M&A performance is.	Unsupported
Hypothesis 2: The large the economic distance between home country and host country is, the worse of parent company's cross-border M&A performance is.	Unsupported
Hypothesis 3: The large the culture distance between home country and host country is, the worse of parent company's cross-border M&A performance is.	Supported
Hypothesis 4: The large the knowledge distance between home country and host country is, the worse of parent company's cross-border M&A performance is.	Partial Supported
Hypothesis 5: The higher parent company's internationalization degree is, the better of parent company's cross-border M&A performance is.	Unsupported
Hypothesis 6: If the parent company's internationalization degree is higher, the effect of institutional distance on parent company's cross-border M&A performance will became weaker.	Unsupported

Recommendation: Revised Concept Model

Realized absorptive capacity and potential absorptive capacity are now interrelated, the stepwise method in regression analysis weaken the function of potential absorptive capacity. Therefore, in the revised concept model, we choose realized absorptive capacity to represent absorptive capacity. Thus, we can make some adjustments on the initial concept modes, and the revised concept model is shown in FIGURE 1.

FIGURE 1 Revised Concept Model



Conclusion

The study gives some implications for theory building. First, researches could subdivide the process of cross-border M&A, and examine the impact of institutional factors on different stages of cross-border M&A. Second, researches could subdivide the type of parent company and further discuss the role of knowledge distance. Third, researches could expand sample sources of cross-border M&A to explain the mechanism.

Meanwhile, the study gives some implications for business practice and policymaking. The results show that parent companies should consider the location of target acquired company before their cross-border M&A, try to accelerate cultural integration and

improve their absorptive capacity. For policymakers, reducing regulation distance and economic distance can help to promote cross-border M&A.

Limitations

One limitation of this study relates to the universality of the finding. Cross-border M&A samples in this study are dominate by Chinese enterprises, thus future studies should choose other countries samples to test the universality of the finding in this study.

Another limitation of this study lies in that we do not control enterprise type. In this study, we consider knowledge distance is an important dimension of institutional distance and it should have significant effect on cross-border M&A performance. However, the results don't show its effect. In view of the importance of knowledge in current international competition, future researchers could make a further segmentation on parent enterprise's type and find the mechanism of knowledge distance.

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