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Title

Assessing the effect of process sociology *(figurations)* in an organisational *(healthcare)* environment

[This study interprets evidence from organisational and personal perspectives and identify if the relationship analysis can be used to increase organisational (Process) efficiency]

Investigator

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Introduction

This study, will seek to interpret evidence from an organisational and personal perspective and examine the relationships that may ultimately impact on resource efficacy. It will examine how figurational or *'process'* sociology *(Elias, 1978)* and the concept of knowledge transfer *(Argote & Ingram 2000),* can be used to support organisational efficiency or inadequacy in a healthcare environment. In doing so will introduce the notion of a knowledge transfer figuration scenario (KTFS). In undertaking this approach, the research will derive a process orientated discursive methodology *(Puutio, 2009)* which emanates from informed literature and theoretical understanding. In its broadest sense, this encompasses organisational and healthcare management literatures which postulate an exogenous link between developmental strategies and departmental efficiency. A previous study from this researcher included a methodology to capture the significance between knowledge transfer practitioners and competitive advantage. Informed by this equivalence, this study seeks to build on this by adding the facet of *(figurational)* sociology to the analysis. Thus, how personal interpretation of knowledge *(Polanyi, 1966)* may influence cognition and information processing amongst other knowledge transfer practitioners and how this interpretation is enacted through a figuration *(Elias, 1978)* to affect organisational efficiency *('critical mass', Howick, 2011).*

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Background information / literature review

The debate amongst prominent authors is extensive and there are proponents who believe that knowledge creation and acquisition can be managed *(Inkpen & Dinur, 1998),* and those who argue that the complex, social and embedded nature of knowledge means knowledge cannot be managed *(Tsoukas, 2002).* In this regard, *Sackett, (1996)* stated that *"evidence-based medicine is the conscientious, explicit and judicious use of current best evidence in making decisions about the care of individual patients."* This definition and view have been adopted by many organizations and institutions, including the Cochrane Collaboration and the Centre for Evidence Based Medicine. Thus, it can be acknowledged within any healthcare environment, adoption of best practices may result in a complex interweaving of figurations which maintain, promote and advance objectives, and will inevitably generate unplanned outcomes *(Elias, 1978*). *Polanyi, (1975)* suggests that this could be because, if knowledge is both understood, shared and received inside a figuration, then it is conjoint by the barriers of interpersonal communication, irrespective of origin, meaning and context. Association between interpersonal communication and knowledge transfer is debated by *Dweck, (1983)* who explains that participants in an organisation using knowledge, in this circumstance, will attempt to form an entity theory, conceiving their personal intelligence in relation to interpreted knowledge as fixed, uncontrollable and constrictive. *Pintrich & Schunk, (1996)* note that an individuals belief in his/her capabilities will significantly impact; feelings, thoughts, motivation, and ultimately behaviour. Similarly, *(Mennell, 1992)* states that interpretative explanations surrounding processes are based on knowledge exchanges in terms of varying degrees of reality-congruence. In this context, *Dunning, (1992)* notes that the development of knowledge is a continuous process which is learned by people, bonded together in complex webs of interdependence. Given the complexity of the procedures and processes associated healthcare, a view from (Foucault, 1980) confirms that individual knowledge and power is not essentially something that institutions possess and as such, is more concerned with the resistance of those the power is exerted upon. Related to the work environment, *Murphy et al, (2000)* enforce this concept by explaining the balance of power is never permanent, because power balances are multi-dimensional, dynamic and constantly in flux. Nevertheless, Elias argues that authority relations will inevitably form a central dimension *(figuration)* of interdependency ties amongst departmental staff, as *'structural characteristic of all human relationships' (Elias, 1978, p. 74)*. Associating this view to the development of knowledge transfer and figurational interaction points within a healthcare environment, allows the researcher to understand the social nature of staff interactions, without the need to reinforce the view that all knowledge at this interaction juncture must be considered as either true or false *(See Mennell 1998*). Additionally, *Thompson and Walsham, (2004)* examine the link between individual's experiences and knowledge transfer difficulties, suggesting poor knowledge transfer can be related more to the context of the knowledge than the individual.

Defined from an empirical perspective, *(Pieper, 2005)* adopts a myopic stance when discussing dashboards and scorecards to identify and measure organisational efficiency. This view opines derivations of systemic knowledge accusation, supported by discursion and universally accepted knowledge constituents. As such, this view, and many others like it, including management decision making *(Thompson, 2007)* and service line management *(Boblitz & Thompson, 2005),* exclude the recursive process of interaction between entities, either as variables or agency. Typically, analysis

of theoretical links focus on structured data, while excluding scrutiny of knowledge transfer value or streams *(Inkpen and Dinar 1998).* Similarly, *Pedersen et. al, (2014),* discuss in detail the statistical implications of poor data collection, but exclude narrative material relative to figurational or knowledge transfer failures or inadequacies. 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 the effect of figurational sociology (figurations) *(Elias, 1978)* on complex knowledge transfer relationships typically at work in a healthcare environment.

Rationale/justification for the research project:

Currently, there is no research to draw upon which combines figurational *(Process)* sociology and qualitative methodology incorporating both personal and organisational perspectives related to efficiency defined by quantitative data. Previous examination by this researcher indicates coalescing these concepts may produce a new form of analytical tool which, if successful, would result in better, but importantly, more efficient evidence based working practices.

Objectives of the study

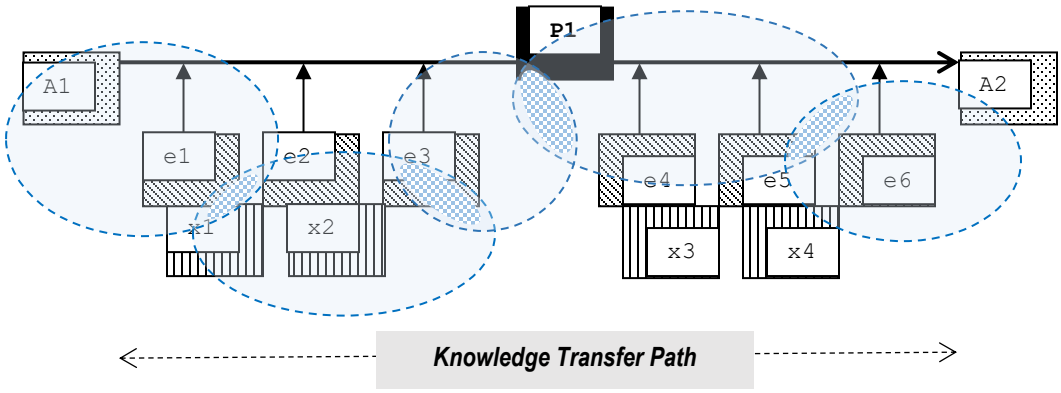
Broad

A broad objective is to assess if data from evaluation and analysis of figurational groups (Fig 1.0) can be used to determine/have influence on departmental efficiency and/or *(the overall process) in this case of this research could be Patient outcoming.* For practicality, this research could take place within the NHS Lothian Chronic Pain Service (LCPS).

Specific

Historically, the concept of figurational sociology *(Elias, 1978)* attempts to overcome some of the theoretical problems linked with traditional sociological terms of misleading dichotomies, such as those between the individual and society, or, agent and structure. The position of this research is not to consider the 'individual' and 'society' as two separate entities within LCPS. A main objective of this research is to combine these concepts from the perspective of a figuration and introduce a new lens of analysis, specifically, a *Multi-Dimensional Figurational Group* ***(MDFG).*** This view *(MDFG)* will ensure that any organisational development, underpinned by a knowledge transfer figuration scenario (KTFS), within the context of LCPS, is specifically related to the interaction of healthcare professionals, patient experience and outcomes. A second objective will be to ensure that the data collection is underpinned by a philosophy of the *Whole Service Process (Fig 1.0)*, since this will be driven by achievement of *Desired Outcomes* and by *Procedures* underpinned by *specific* processes, all of which are supported from a defined *knowledge transfer* path.

- Figure 1.0: LCPS Whole Service Process Model (EXAMPLE)



(KEY)

P1	=	Overall Process
A1	=	Start
A2	=	Desired outcome
e1~e6	=	Procedure Points, subset *r1*
x1~x4	=	Subset *r2* (Interlinking sub processes)
⟶	=	Sub Process procedure point
- - - - -	=	Possible Figurational Group
	=	Multi-dimensional Figurational Group (MDFG)

Methodology

Due to the fact that this phenomena has not been previously investigated, an exploratory study supported by qualitative methods aims to further the understanding of integral practice or situation within LCPS. This author (MF), has no clinical qualifications and therefore will be able to address the topic from a native non biased perspective.

Associated questions will drive the direction of the data gathering methodology.

Q1 - Are shifts in figurational behaviour measurable ?
Q2 - What involvement or detachment relationships do staff working in the LCPS department form when delivering structured evidence related to patient incredulities?

Data Collection

The ontology of the study will be based on a constructivist paradigm with an interpretivist *(Smith, Jarman, Osborn, 1999)* method of qualitative data analysis. An exploratory qualitative approach will be utilised using participant observation, focus groups and in-depth interviews. Purposive sampling will be used to recruit participants with different experiences of participation or non-participation in the LCPS. The investigation will involve 20 participants *(Hollway 2003).* Individual interviews (20) will be used to identify ideas and themes as they emerge throughout the course of the study.

This inductive research process *(Gbrich 1999)* will be supported by focus groups where possible. The research will be carried out across 4 different geographical locations and different managerial hierarchal levels. Data collection will be conducted over 2 phases. Phase 1 will be ethnographically based participant observation, informed by *Croll (1986)* and *Angrosino (2005).* This starting point is necessary to understand the complexity of the participant's personal perspective and any researcher bias. Phase 2 will be additional observations followed up by in depth semi structured interviews (20) *(Charmaz, 2002).* Triangulation will be from the perspective of 'process (figurational) sociology' *(Elias 1978).*

Analysis

Informed by *Ritchie et al. (2003)* *Framework* analysis is appropriate for this qualitative research study since it supports specific health care questions and a priori objectives. *Framework* will be used as a means to summarise data into thematic charts. Additionally, ATLAS/ti will be used to assist with data coding and cross-referencing. Output will show the hierarchical relationships linking the participating service procedures and actors, overarched by the interactive relationship of experiential knowledge transfer relating to chronic pain (Figure 1.0). This allows for the identification of multiple qualia, or meanings attached to a particular figuration, underpinning efficiency of the service redesign related to patient outcomes.

Theoretical Underpinning

The inference of the D1 trend curve *(fig 2.0)* uses a Bayesian alternative to classical hypothesis. This is because the Bayesian model of comparison is a method of model selection which is based on Bayes factors. This allows for the interpretation of multiple qualia '*individual instances of subjective conscious experience'*, rather than restricted/prescriptive hypothesis testing. Once all of the relevant data (*evidence*) is assessed, the posterior probability of the random event on/within a procedure point, at uncertain proposition point, but within the whole process, can be based on a conditional probability assigned to a variable (Yx).

Used this way, the posterior probability distribution is of an unknown quantity, but can be treated as a random variable ((R)/fx). The variable is now conditional based on the evidence obtained from; (a) qualitative interviews, (b) placement of the thema on a polynomial curve overarched by a figurational lens *(Fig 2.0)* and (c) Use of the POPC methodology.

Therefore, the posterior probability distribution of the random variable (*fx*), given the value of another unknown variable (R) can be positioned using Bayes' theorem by multiplying the prior probability distribution (*what we think will be the probable outcome*) by the likelihood function (*I have an informed view of this phenomena*), and then dividing by the normalizing constant (*figurational analysis*).

Thus;

1. $f_X(x)$ is the prior knowledge of X,
2. $L_{X|Y=y}(x) = f_{Y|X=x}(y)$ is the likelihood function as a function of x,

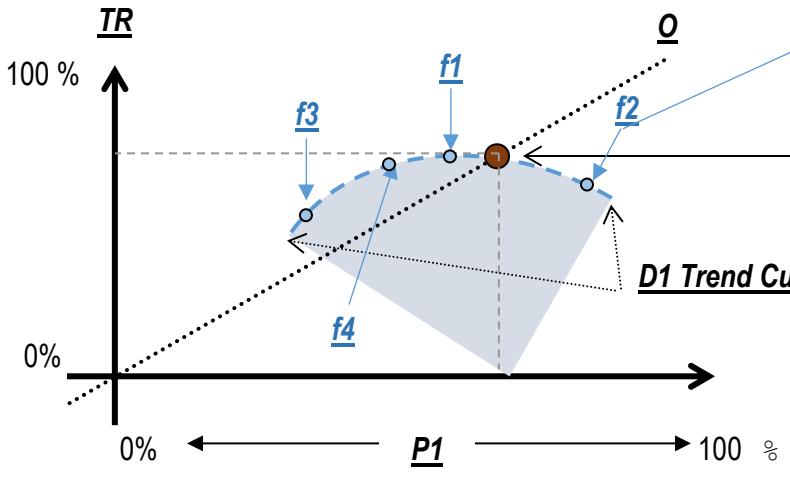
3. $\int_{-\infty}^{\infty} f_X(x) L_{X|Y=y}(x)\,dx$ is the normalizing constant, and
4. $f_{X|Y=y}(x)$ is the posterior prior knowledge of X given the data $Y = y$.

So

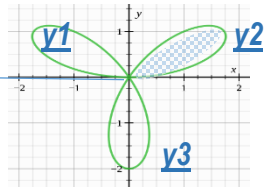
$$f_{X|Y=y}(x) = \frac{f_X(x) L_{X|Y=y}(x)}{\int_{-\infty}^{\infty} f_X(x) L_{X|Y=y}(x)\,dx}$$

Utilised in this context, the use of the Bayesian model for comparison in conjunction with qualitative evidence means there is no primary dependency on a single theme of variables or metrics *(Robert et al, 2011).* Output on the (D1) curve must integrate all functions to derive a variable point of efficiency (fx). Given the assumptions of prior knowledge of the process and procedure points, the the use of Bayes *factors (Denison et.al, 2002)* to conditionally set the curve caveat means that it will highlight very quickly if an estimate of resource is outwith *'normal'* boundaries and parameters of the phenomena under investigation *(Goodman, 1999).* Simplified further, the output of the analysis can be used to determine an outcome from a set of unknown variables, but with the added inference *(Mackay, 2003)* of common knowledge (quantitative metrics) and knowledge transfer effects of figurational networks. This way, testing and analysis occurs in the context of *inference* supporting the whole process, as opposed to relative decision making under uncertainty or divergence; THAT IS, *non-symmetric measure of the difference between two probability distributions (PBx)*. (*Kullback and Leibler, 1951).* Therefore, the difference between (*PBx1)* and (*PBx2)* shows inefficiency, relative to *E1* (Maximum efficiency)

- Figure 2.0: Efficiency Trend Line (PB*x*1)



- Figure 3.0: MDFG, Variable (fx)definition (PB*x*2)



$$E1 = \frac{((\sum fx)\, OR^{2})}{P1/TR}$$

(KEY)

Time available (TR) = Availability of resources
Output **(O)** = Desired Output
Process resource. **(P1),** = sub processes related to Whole process

Figurational Interactions MDFG **(fx)** = Distinction of related interactions (P1)
Efficiency measurement Snapshot **(E1)** = Efficiency point in relation to whole process

Expected Results/Outcomes

As shown by (*Fig 2.0)*, the MDFG points *(fx)*, show each *f* variable as a polynomial function. Therefore *fx* will indicate complex relationships outcomes between knowledge transfer actors and procedures used on a daily basis within LCPS process (*y*x MDFG). The dynamic interactions captured from a (*MDFG*) analysis *(Fig 3.0),* indicated on the ***D1*** trend curve variable (fx) , reveal all staff and current working practices within LCPS whole process which are aligned to achieve a desired output (maximum efficiency) and those which are not. The results identify knowledge networks (R) supporting *MDFG*'s [related to efficiency ***(E1)***] and those which are/do not.
Accordingly, the curve will be non-singular or *regular* relative to the R origin, if at least one of the partial derivatives of (*fx)* is non-zero. Thus, the singular points plotted are those points (*y*x) on the cumulative R curves where both partial derivatives vanish *(Hassler 1957).* This could be thought of as the interaction of multiple parametric curves (figurations). Hence, in this instance, *R* related to the D1 trend curve, could be defined as the image of a function $\mathbf{R}\rightarrow\mathbf{R}^2$, where each point (fx) would be defined cumulative (yx) R

Conclusion

From an academic perspective, would allow generalisation of sample to a population as the analysis is self-triangulating (i.e uses an alternative method within the same study). Thus, eliminate the contiguous objective versus subjective debate so, remove the concern of idiographic (*uniqueness of a particular situation/understanding/explanation*) versus nomothetic (*general laws/prediction/control*) *(Cone, 1986)* and at the same time simultaneously fulfill an outsider (*etic*) versus an insider (*emic*) interpretation of the same perspective. Output from this research would allow effective and easy snapshots of efficiency/resource status to be derived at any operational or intervention procedure point

Practical example would be: Empower LCPS medical and clinical staff to evaluate patient cohort health status in a semi-structured but real time way and apportion resource (intervention) accordingly. Output from this research would underpin the development of easy-to-use tools *(e.g apps, clinical algorithms)* to monitor patient outcomes (or any whole process) related to efficiency, without the need to apply resource to pilot studies or triangulate data gathering exercise, thus, would be relative to the whole process.

This output questions the standard 'richness is better' attribution, normally associated with qualitative data, by evaluating complex interactions using a figurational lens *(analytic induction)* via interviews, and aligns the outcome to metrics of analysis (quantitative data) used within the service. The combination of the two gives the efficiency curve based on Bayesian model of calculation.

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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

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.
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., (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 multifaceted 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.
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 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 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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INVESTIGATION OF HEALTHCARE MANAGEMENT STRUCTURES

ABSTRACT

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.

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

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

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

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 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-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.

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 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.

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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TITLE: **Refinement of an Eliasian approach to process analysis.**

TYPE: **Theoretical**

Abstract:

A common feature of contemporary management issues is the underlying uncertainty regarding *what causal factors* account for a problem and *what management strategy* should be employed to resolve the problem. undoubtedly, these uncertainties are, in part at least, the product of a growing emphasis on the necessarily integrative aspects of resource management. Thus, the debate amongst prominent authors regarding organisational leadership, development, change, and efficacy is extensive. Consequently, traditional dualistic *(cause and effect) approaches* to scientific inquiry are an expedient way of determining indices of change. However, in many cases, they are often found, to be partially inadequate, particularly regarding the ability to predict the significance of unplanned outcomes within an agreed empirical structure. In this respect, this paper advocates Norbert Elias's process-oriented approach to problematic enquiry, suggesting that "a figurational approach" can be used to support elemental overlap of perspective, social construct, process data, strategy and decision-making processes. From these positions, it is possible to highlight why the assimilation of a figurational approach to leadership and decision-making processes may beneficially support integrative and strategic mechanisms of change. Wherein, it is possible to provide a construct for a deliberate analytical schema, which not only interprets, but also reports empirical structure from a multitude of relevant perspectives. Further, that the use of a figurational approach may help reduce the ambivalence typically associated with unplanned outcomes, by combining structural analysis of both the networks and the mechanisms at work within the networks. Adopting this point of view, the paper refines the notion of a figurational approach by establishing real time interdependency ties, power balances, social and organisational associations as *dynamic* structures which support analytical provenance. This inimitable view is sustained by an explanation of how unique associations of data collection and analysis, countenances clear identification of these structures as naturally occurring entities. Accepting that this association is somewhat complex, the paper will relate these views to real time implementation and measurement of a process, and look to associate outcomes with mechanisms of adaptive change and leadership in a business context.

Keywords:

Figurational Sociology, Process sociology, Knowledge, Knowledge transfer, knowledge management, Leadership, Process Efficiency, Psychology, Organisation, Philosophy, Culture.

OVERVIEW

Like Elias, this paper is not absorbed in comparing paradigms of social research, instead, it is interested in social research which provides a theoretical perspective, supported by examples of good practice.

Typical Eliasian approaches often focus on determining a scenario of knowledge exchanges as a series of networks or interdependencies, and how this scenario develops as interconnecting social constructs. This premise has been adopted by a number of noted authors, (*Doloan, 2009),* *(Dopson, 1996, 2001, 2005)* and *(Mennel, 1999)* to describe varying degrees of social processes, and therefore, supports a starting point for analogous scrutiny. Wherein, the interweaving of global and social forces as an evolving network can be classed as ~ ***A Figuration***. Thus, the 'figuration' identifies a structure of reciprocally orientated and dependent people as a network of interdependencies *(Elias, 2000: 482).* Importantly, this network of people must also be understood as dynamic, or 'in process'. In this sense, an Eliasian approach to analysis stresses the evolution of social and personality assemblies over time, and so, promulgates an accent on information related to historical movements *(Elias, 1983: 2).* From a modern perspective, this means that Elias's emphasis on 'process', dictates that factual evidence such as organisational structure or culture attitudes have developed over linear time, and therefore, in order to interpret them as reality, interaction must be deduced as flows of information or knowledge. This ordered interpretation however can also relate to Kantian elements of reality (Guyer & Mathews, 2000), wherein a subjective notion (*a figuration*) remains paradoxical, inasmuch as, elements cannot be isolated or frozen in time as isolated entities and explained outside of their temporal context. Moreover, the use of an Eliasian {*Figurational*} approach, recognises the possibility of many interpretations of a knowledge exchange scenario, and subsequently, that a single individual cannot underpin unequivocal evidence to support its legitimacy. In this way, an Eliasian approach does not support any applied structuralism or Marxist judgemental (*poststructuralism/postmodernism*) overtones. A Figurational approach therefore consents to relationships and ties of interdependence as a fluid and dynamic weave of mutual understanding *(Elias, 2000)*.

A word of caution

Eliasian approach resolves the issue of cause and effect being interpreted as two individual or binary elements. For example, the individual and society. In this manner, an Eliasian approach places acknowledged elements at the opposite ends of a conjoined gamut, thus avoiding polemic interpretation of congruence as either negative/positive or good/bad, wherein, incipient themes become rich, deep and meaningful *(Elias, 1978).*

As a concept of analytical discovery, an Eliasian approach requires the researcher to avoid mutual covetousness of historical sociological education, philosophy, Marxism and political ideologies as edict parameters and boundaries of research direction. Undoubtedly, a tenacious position to adopt and clearly not for the faint of heart….

BACKGROUND.

Within a majority of business management literature domains, the approach to problem solving highlights the strive for efficacy, and as such, is supported by a large body of

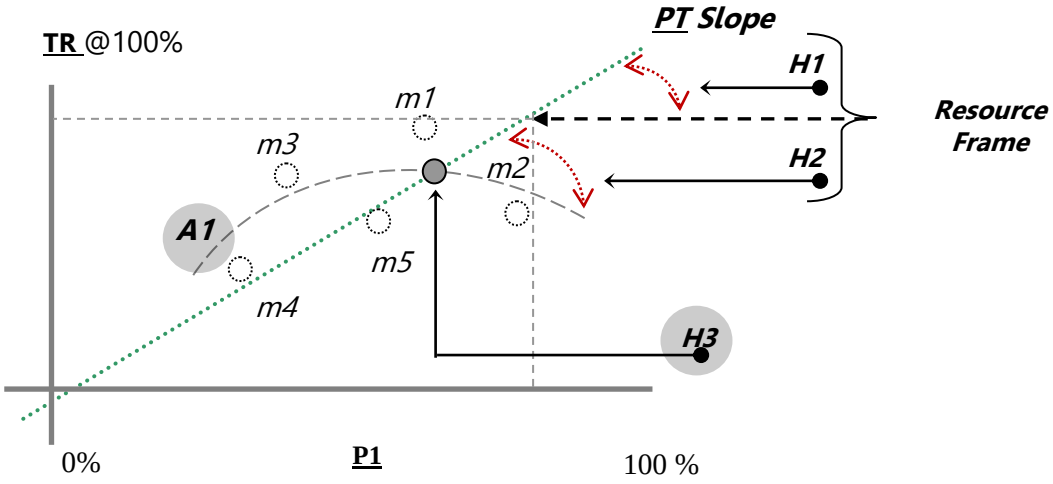
evidence ; Knowledge management systems *(Alavi & Leidner' 2001)*; Governance *(McAdam and McCreedy 1999)* ; Strategic implementation (*Crilly et. al 2012); T*ypes of knowledge, nature of knowing *(Dobrow, et al. 2006),* and Knowledge transfer *(Lavis, N. 2003).* There are of course many other worthwhile and notable authors. Whist immensely informative, focus on the mechanistic relationships between knowledge perspectives and decision making constituent remains somewhat diluted, and, at best, a broad based purview. Many comprehensive arguments point to a conclusion, wherein, the central strategy of mainstream business management science has been to break phenomena into discrete elements, remove those components from their larger context, and identify procedures, which frame each component as opinionated research questions. As such, informative, capacity to address contemporary leadership and decision making issues remains myopic and to some degree limited in certain instances. Overarching this view, *Crilley et al. (2012)* explain that boundaries and parameters, within the realm of social and managerial interaction to support communitive objectives remain juxtaposed, and acknowledge coherent arguments from *Foucault (1980)* and *Lave & Wenger (1991)* as opposite ends of the same domain of narrative. In this regards *Barney (1991)* does present the notion that any organisation is likely to take advantage of knowledge by exploiting it as an asset, and *(Tsoukas,& Vladimorou,2001)* agree that knowledge can be used to underpin a decision based on similarities with success criteria and assessment. Therefore, it is easy to appreciate why so much time and effort goes into determining where the boundaries of significant remedial actions begin and end, and which parameters of managerial construct (*or intervention*) are more relevant than others. Understandably, when deducing parameters from this resource based view, there are proponents who agree that knowledge sharing *(Hass et.al 2007),* knowledge creation and acquisition *(Argote & Ingram, 2000, P150–169),* can be managed to an advantage and those who argue that the complex, social and embedded nature of knowledge dictates that it cannot be usefully managed *(Szulanski, 1996, P27–43).* However, although one can see that knowledge interactions are of course necessary to eliminate perceived barriers or problems, and to maintain, promote and advance desired objectives within an origination, nevertheless, as *(Elias, 1978)* acknowledges, interfaces and links persist which can, and inevitably will, generate unplanned outcomes. It remains clear therefore, why this, somewhat complex view, advocates natural derivations of systemic knowledge acquisition, which are no doubt naturally supported by discursion and accepted knowledge constituents. Unsurprisingly, this becomes apparent from the majority of theory, since it is from this position where, for most researchers or business analysts, the most commonly adopted scientific procedure, *a systematic comparison of two linear groups,* begins *(Figueiredo & Gomes, 2004:2009).* That is to say, data from two identifiable entities or groups is compared to one another as a differential or measure of variance, depending on the population structure and analytical construct. Typically, this approach to analysis of variance studies relationships between a response variable and one or more independent variables. However, independent variables may be qualitative and therefore no assumption can be made about the nature of the relationship, since an assumption may not include coefficients for variables. Clearly, in these cases, the statistical mean (μ) sample can be utilised as an effectual estimator for variance (σ) across a process, and can be employed within any number of complex calculations and algorithms. Nonetheless, regardless of the robustness of the calculus adopted, when there are deviations to the normality of any original data, its effectiveness decreases substantially. Therefore, at this juncture, it is clear to see why generalist or even item specific questions are at times extremely difficult to answer, wherein, data are often un robust and contaminated from the point of origin. This is discussed in detail not only by *(Chakraborti et. al, 2009;2011)* but by many other notable authors in this field. Accordingly, we can note that interpretation increasingly relies on statistical methods of comparative implication wherein, matching of causal inference in observational data underpins the core outcome. This overture is clearly a delineated alignment to *a priori* justification as latent evidence, either *experiential or non-experiential*,

in that, an actor accepts presuppositions, independent of any substantive evidence. However, whilst this view, and many others like it, including; evidence based medical statistics *(Goodman 1999),* management decision making *(Thompson, 2007)* and service line management *(Boblitz & Thompson, 2005),* are undoubtable informative, they nevertheless preclude recursive processes of complex interaction, as either variables or agency, and seek to define anomalies as president or independent entities.

PROBLEM: Identification

The following example *(Fig 1.0),* shows a typical organisational resource frame status, wherein management decisions of resource implementation are based around a **production–possibility frontier** (**PPF**) indicator of two commodities, resource and time *(Samuelson, P. & Nordhaus ,W. 2004).* Wherein, analysis indicates the optimum use of resource (H3) based on statistical analysis average (curve A1).

FIGURE 1.0: CORE ANALYTICS, EXAMPLE:



KEY:

(TR)	**Time Resource Ratio**	*= Time availability for redesign*
(PT)	**Patient Throughput**	*= Relative to interventions*
(F1)	**Resources framework**	*= Total resource*
(P1)	**Process Structure**	*= Whole process structure*
(mx),	**Process metrics.**	*= sub processes (R1) related to Whole process*
(Hx)	**Dynamic interaction**	*= Dynamic trends related to each sub process*
(H3)	**Efficiency measurement Snapshot**	*= Efficiency point in relation to (T,P1,F)*
(A1)	**t mean Average slope**	*= Deduced from current data (median)*

This data would typically be drawn from the perspective of activity, encompassed within the resource framework environment, *e.g.,* as service pressures fluctuate, then the capability of the resources available fluctuates, thus reducing/eroding the overall efficiency possibility. In this way, data can easily be scrutinised and presented simply, for example as shown in figure (2), (Argand diagram). This allows both the complex conjugate and the triangle inequality to be used as representation of relative data (differences).

Figure 1.0 and Figure 2 show that a set of known metric derivatives informs the maximum efficiency figure based on a median average of preceding statistical distribution data . In this example, the *prior distribution* is assumed to be acceptable to any scientific audience. That is, the prior will be informed by previous findings, appropriate for the purposes of analysis and thus, underpin strategic decision making processes.

However, typically, such elements are interpreted as neither linear nor teleological and presented output would however give no indication as to how these interactions could act as barriers to decision making processes within an organisation, or indeed, meaningfully contribute to strategic development. Thus, the definition of (Figure 1, *H3*) would be inconclusive, as it would show a disproportionately high level of efficiency, directly related to throughput for this service. Clearly, for any leadership dynamic, this moment remains implicit and by default, incumbent. Similarly, even though an alteration is detected, and there is statistical evidence that a nonlinear difference has occurred within the processes under examination, defining the reason why this occurred within the perspective of a decision making process remains problematic. A problem criteria with this approach, and similar approaches is;

- *Knowledge exchange is given a static dimension of a 2-point data variation, thus, how much one data group differentiates from another?*
- *Data are often contaminated by random variability (noise), and 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 an unequivocal standpoint for any singularity or data entity.*

Questions:

Q1: Can output from a figurational approach to analysis support decision making processes

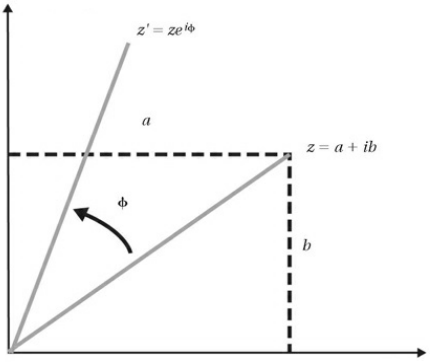
AIM AND OBJECTIVES

The aim of the research would be to establish if evaluation and analysis of *{figurational}* group interaction can be meaningfully used to affect decision making structures. That is, leading to a reduction of unplanned outcomes and better efficiency of a known process.

Therefore, a set of practical objectives would underpin the core of study.

- *Definition of empowerment of a perspective as a main determinate of resource implication.*

Figure 2: Argand Diagram



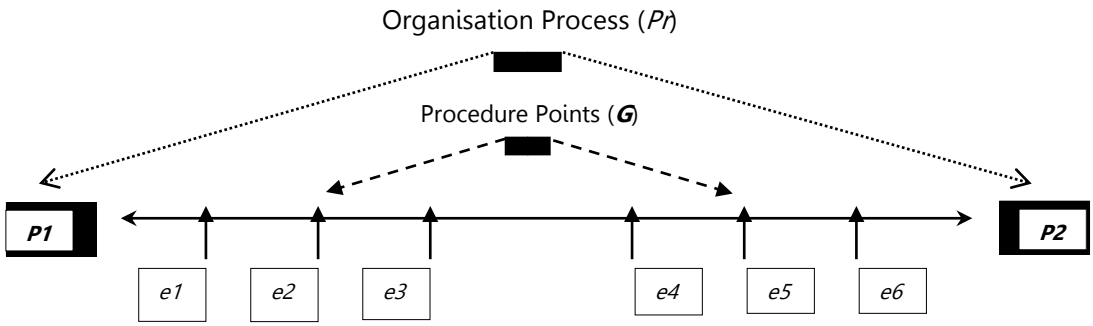
- *Predict where a figuration will occur or emerge within a process.*
- *Apply flexibly to complex hierarchical models and realistic data structures, including small samples, large samples, unbalanced designs, missing data and unknown variables.*
- *Indicate the effect of unknown outcomes in both retrospective and prospective forms.*
- *Provide rich information about the relative credibility of all candidate parameter values for any descriptive model of process data.*

JUSTIFICATION OF THIS APPROACH

A Figurational approach to this same schema of understanding, allows us to compliment known or 'historical' understandings of the process phenomena and progress its existence to be perceived as 'a continuum. This evolution of perception, blends involvement and detachment in a useful way. *Kilminster, 2004)* as a process which is '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 within this simple process, thus, there is no 'zero-point' *(Mennell, 1992, p. 160)* for analysis. In this regards, Elias argues that interdependent links form, deepen and expand, thus allowing societies (process flow) to develop new standards or codes of conduct to reconstruct activities towards a common objective. In other words, societal structures (cultures) transform through the changing social (process) interdependencies ~ **Figurations.**

To demonstrate this, an example of a simple process structure (Figure 4.0) indicates/highlights categories of description (Process), corresponding to differing understandings or interpretation. The diagram shows participants in the process and the structured relationships which can establish between them (Procedure Points , e1,e2……) to achieve a desired outcome. Thus, interpretation of the process (Pr), from a quantitative perspective (G), traditionally underpins main outcomes or themes of analysis for each procedure point, and ultimately, predominates categories of reference when defining a strategy to achieve a desired outcome.

FIGURE 4.0: SIMPLE PROCESS FLOW



Analytical Philosophy

Based on the previous discussion, analysis of any collected data from any procedure point within a process would remain a complex endeavour. This is because, without the prejudice

of a dimensioning interpretation, the only recursive entity, which can be examined as conditional, is experiential coherences of interactive participants. However, no boundaries exist from which to contextually determine validity or measurement. For the purposes of theoretical development of a figurational approach, simplex and complex polynomial considerations are therefore deemed relevant to interpret this anomaly. This approach serves two purposes. First, by restricting the overview to a polynomial topology, it gives the study freedom of field, that is, calculation over any field of context. Second, a differential topology means that the study may include infinite differentials and importantly, include the spaces (or limits) on which they are defined. In this sense, a Zariski topology *(Mumford, 1999, p. 80)* is an ideal simple starting point for interpretation of a figurational perspective, thus, Zariski topology allows for closed subsets, wherein, these can be finite sets in a whole space or within a process. In this way, it is therefore easy to assume the entity of fluid dimensions, since irreducible topological spaces (figure 3.1, a,b,c) can be connected, but in this case, only from a definitive perspective of C as apposed to (figure 3.2, a,b,c,V) which allows a variable perspective (**V***x*)

Figure 3.1: Non figurational approach

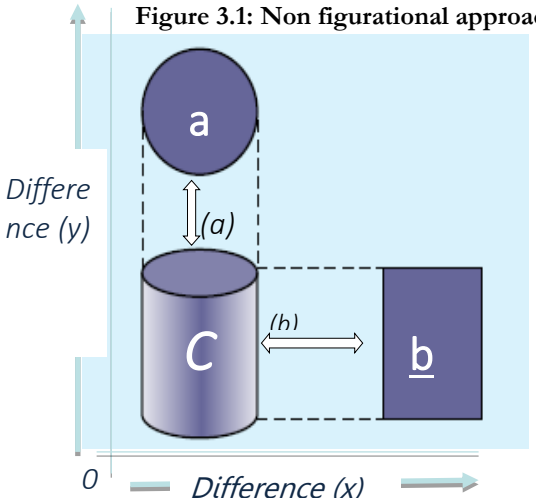
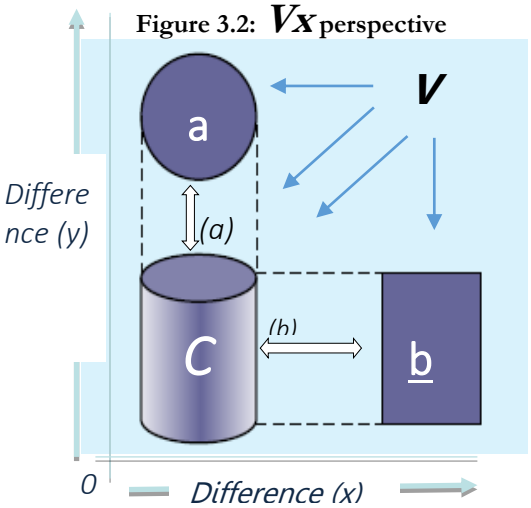


Figure 3.2: V_x perspective



Therefore, establishing that connections between topological spaces need not necessarily be irreducible, and as such, the research can align with a majority of current literature themes, centred on arguments which support the notion of processes, embedded within a set of real world dimensions. This way, a figurational approach can incorporate both causal relationships and intermediate constructs as a single strand of reference (a Figuration **V** or perspective.

From a figurational proposition, V, consists of points on an affine curve, wherein, from any defined point (e.g. 0,0) then point 'Vx ' is infinite, as it is open ended (non linear) but still part of the same entity of existence. The snapshot shown in Figure 4.1 depicts a simple process flow with simulated figurations aligning with the current process.

FIGURE 4.1: SIMPLE PROCESS FLOW WITH FIGURATIONAL ALIGNMENT

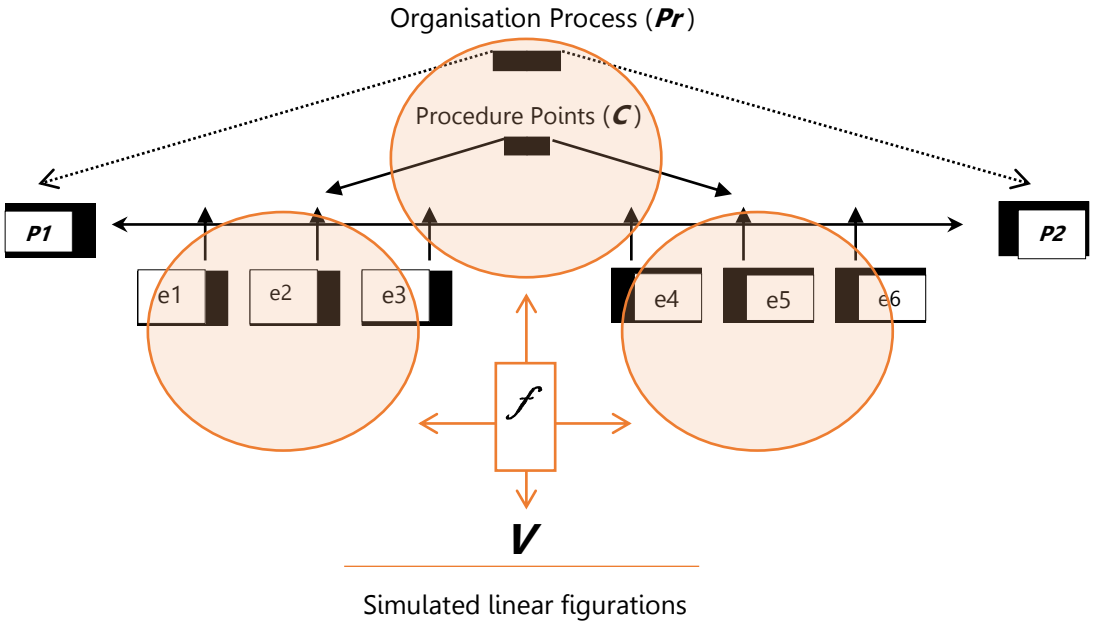
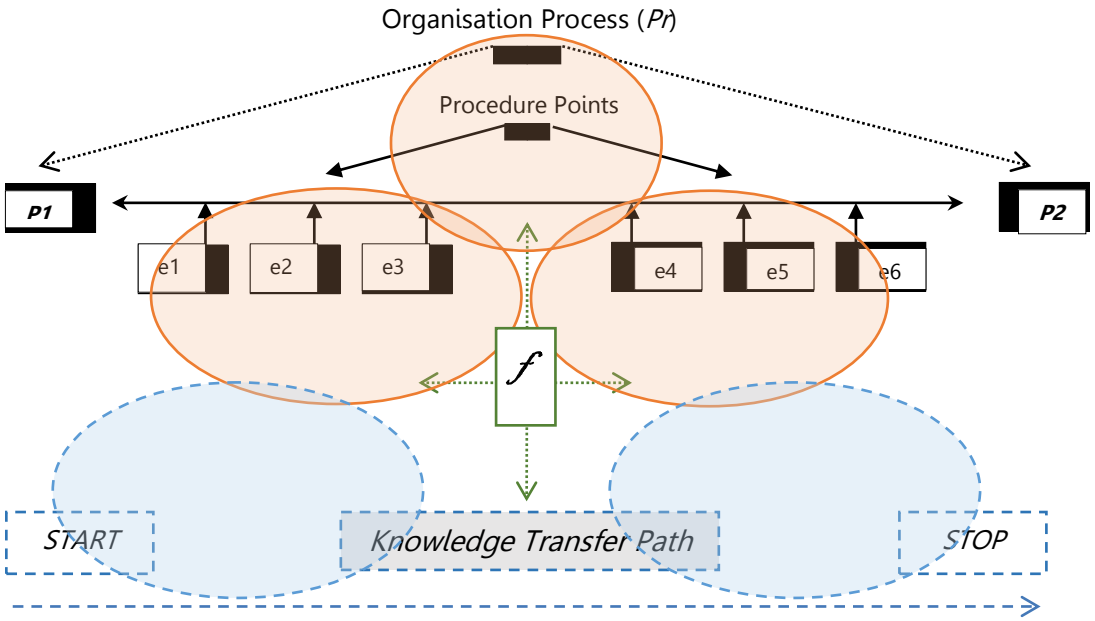


FIGURE 4.2: COMPLEX FLOW WITH KNOWLEDGE TRANSFER PATH



The structure of the process, although complex at this juncture, now indicates figurational entities *(f),* as common areas of overlap *(o)* and proximity *(r)*.

A Figurational approach can therefore be allied with the dynamisms of procedural problems (ex), which are relative to both new and historical knowledge and, importantly, present reality. In this way, one can see how the varying stages of social formation development enact upon a common objective or theme (P1-P2). Wherein, a Figurational approach can associate with dynamic long term structured processes in a way that static and isolated interpretation cannot. Consequently, the Figurational approach used in this way, prioritises known assemblies and principles of a group (organisation) as the predetermining analytical overture (f), eliminating any individual entity as a superior retort. Although no doubt contentious, this paper argues that while mainstream or contemporary philosophical epistemology has established pertinent acumens of socio-scientific knowledge, it is by no means compulsory to acclimate such methodological paradigms in order to produce meaningful knowledge related to process change or remedial action to problem solving.

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kk

A

F
I

Organisation Process (*Pr*)

Procedure Points (***G***)

P ***P***

e1 e2 e3 e4 e5 e6

Figurations (f)

Figurational Perspective

In an attempt to reconcile this analytical relationship congruence to a plateau for use in a business context, prominent authors such as *Murphy et al, (2000:20)* propose complex models to explicate the phenomena in a simplified way. Murphy suggests that because a balance of power in a business environment is never permanent, knowledge exchanges within business decision making process overarch power balances, presumably because knowledge exchanges, in this context, are multi-dimensional, dynamic and constantly in flux. *Mennell, (1998)* notes acknowledgement of this viewpoint, explaining that interpretative descriptions surrounding processes are based on knowledge exchanges in terms of varying degrees of reality-congruence. Therefore, a Figurational approach can support this viewpoint by allowing changing associations emergent within and synthesis of historical data to become apparent. For a researcher, this approach both useful and multifaceted, as it can simultaneously address questions concerning the opportunity to generate effective and reliable knowledge and associate this knowledge with current and historical reality congruity.

This is an important overarching facet to consider. Perhaps typically, Elias explains that philosophy, as an empirical juncture, provides poor direction to theoretical scrutiny of societal scepticisms, wherein, 'the discovery, not the method, legitimizes research as scientific' *Elias (1986: 20),* . Moreover, Elias (1971a; 1971b; 1974; 1987) repeatedly contends a sociology of knowledge viewpoint, thus refraining from adoption of any particular philosophical component or chaperoning perspective.

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1 OVERVIEW OF THE OBSERVATION TECHNIQUE

The aim of these observations conducted was to collect data which could allow the understanding of how people think and how they react to issues within the HSDU. Over the observation period there was a total of 40 diary pages collected and 8 unscheduled interviews conducted. The start date for the observations was July 10th, continuing to august 23rd which allowed 30 Observation hours and 24 observations. data collection followed the itinerary described in section 4.

The following text explains the methodology behind the observations conducted.

Denscombe (2007) describes participant observation as a relevant starting point for research surrounding the HSDU project because a task related to a specific process is an important facet to consider when dealing personal experiences and interpretations. This view is embedded within the methodology of ethnography and it is this approach to participant observation which primarily informs this study. A secondary view by Llewellyn (1993) supports this position by advising that the interpretive task in a study such as this, surrounds the explication of subjective understandings. In this respect, adopting this dual consideration, observations of this type can draw together assumptions about how people know what they know and which are embodied within. Similarly, Laughlin (1995) advises that an individual observer is permitted and encouraged to be free to be involved in the observation process, completely uncluttered by theoretical rules and regulations on what is to be seen and how the *seeing* should be undertaken (Laughlin 1995, p 67). Because of the distinct and complex nature of the study, and in contrast to some conventional approaches Laughlin informs this study regarding ethnographic research, because ethnographic research from his perspective allows a low level of prior ontological theorising. This initial perspective was important for this data collection because there is little in the way of empirical studies for the phenomena under investigation. In addition to this, and importantly for this research, Wilkinson and Birmingham (2003) proposed an argument in which participant observation has the potential to come closer to a naturalistic emphasis, because the qualitative researcher confronts members of a social setting in their natural environments. This approach allowed for observations which indicated understanding of relevant knowledge and values from personal perspectives. This unique approach allowed the study to draw together qualitative integration of philosophical principles.

Observational interpretation was therefore important for this research since the topic of perspective form the HSDU staff needed to be explored, not measured, since any participant interactions such as experience, which could not be accurately measured, must be interpreted.

Consciousness:	*HSDU practitioners are aware of themselves as unique individuals and their relationship to others*
Action:	*HSDU practitioners make deliberate choices regarding certain behaviour in certain situations.*
Unpredictability:	*If human behaviour in any context is of an unpredictable nature, then corresponding modes of study are required to interpret this unpredictability.*

Observation Interpretation (Self)

From a practical consideration, this is formally acknowledged by Wilkinson and Birmingham (2003) who concluded that the criteria for using participant observation is,

(1)	*When the ways in which people behave and interact with each other in a social setting are important to the research.* √
(2)	*When researching a social settings and what happens in them is of interest.* √
(3)	*When the best way to research the unknown is to experience it for oneself.* √
(4)	*When the context of the events being researched is important.* √
(5)	*As a useful supplement to other research instruments.* √
(6)	*When a flexible approach is needed.* √

Source: Wilkinson and Birmingham (2003, p118)

Participant observation was carried out as part of ethnographic research and was accompanied by some ad Hoch interviews at the time of observation. Observational data collection was transcribed through an interpretivist lens, which was important for this study because interpretivism, related to the qualitative position of the research, utilises analysis around the basic principles at the core of this research, THE FIGURATIONAL APPROACH. Figurational sociology (process sociology) Elias (1897-1990), is a dynamic web of human beings, 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). Within the HSDU the study focus involves all members of the HSDU department staff. In short, the whole network of interdependencies involved in the formulation and implementation of the process to clean and sterilise equipment. The concept of figuration overcomes 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 study, HSDU process agents are affected by the actions of other process agents, who are bounded together by management structures, overarched by expectant outcomes (interaction, meaning, justification Interpretation) etc etc.

2 COLLECTION ITINERARY

All observations were conducted within the following criteria: Continuously observe what happens during the working day to a maximum of 4 people who work in the same location over a period of approximately 1-3 hours at 30-minute intervals. For each observation, record staff state of being, engagement, and interaction with people in close proximity and followed the broad caveat of domain analysis.

2.1 Domain Analysis criteria

- Social Setting: includes the various attributes of the scene which is being observed or studied. For, example size, physical features, the internal organization, and the location of the room in which that observed takes place.
- Physical Environment.
- Space and the Objects in the Setting.
- Actors in the Setting.
- Events. Planned activity
- Time.
- Individual Behaviour: behavioural acts which are taking place at the event. characteristics of behaviour that might have meaning.
- Activities. behavioural acts that seem to be related.
- Actor Groups. actors in the setting related, linked or differentiated
- Interactive Patterns of dominant and subordinate personality, compatible behaviours or opposing behaviours between one or more set of actors **and** actors who facilitate or instigate a particular type of behaviour between the set of actors?
- Language. Pleasant, formal , informal, unpleasant
- Non-Verbal Behaviour and Metalingual Properties in Conversation. gestures or other forms of non-verbal behaviour that might have some relevance to interactions in the setting.
- Expressive Culture. expressive culture found in the social setting beyond general language
- Ideational Elements. any of the other domains (behaviours, characteristics of actors, space, objects, interactive patterns, expressive culture, etc.) which reflect beliefs, attitudes, values, or any other cognitive constructs that might suggest various socio-cultural meanings which may be present in or attached to any of the other ethnographic domains in the setting
- Goals, Motivations, or Agendas.
- Broader Social Systems.

This overarching criteria was drawn into a more manageable/practical sub set, supported by a strict criteria for field note writing.

- *{PS}Physical setting.*
- *{A}Activities.*
- *{PA}Patterns of interactions, frequency of interactions, direction of communication patterns, decision-making patterns.*
- *{FI}Formal interactions.*
- *{II}Informal interactions and unplanned activities.*
- *{NC}Nonverbal communication.*
- *{NH}Observing what does not happen.*

2.2 Criteria for field notes

- *Accurate as possible*
- *Detailed, but not cluttered with irrelevant trivia.*
- *Extensive enough to permit the reader to understand the situation described.*
- *Provide an overview of a culture or setting. More than simply record a setting so include insights and thoughts about what was observed. These comments though will be included in a separate, reflective part of the field notes and are not in the descriptive part of the notes.*

Key points of observation regarding understanding, communicative experiences were highlighted in observation sheets (See appendix 1), these were then transcribed. Completed data sheets for individual observations were then given correlation numbers to indicate location, date, time and number of participants, which will allow for cross referencing. I introduced this additional criteria to allow for the maximum amount of data to be collected in the limited amount of time I was allowed access to the unit.

3 OBSERVATIONAL DATA EXTRACT

3.1 Area 1: Receipt

Observational Area 1	***Method***	***Participants***	***Observations***	***Format***
4 hours Fieldwork Timetable: *2 days @ 2hrs per day*	Participant Observations	2	4	Field Notes

KEY OBSERVATIONS

{PS}	Located at the rear of a very busy hospital on the outskirts of Edinburgh. Difficult to locate, is not signposted within the main hospital entrance. Looked like an industrial unit from the outside. Difficult to identify the main entrance as this was located to the very rear of the building. Natural instinct would expect to see it at the front of the building.
{A}	Several medium sized trucks were parked outside and large containers which looked like meals on wheels trolleys were being unloaded onto the courtyard.
{PA}	This was a daily occurrence as the unit is opened 24 hrs a day. This looked like a two man job, but was carried out by a single person. Once inside the unit, the trolley was identified and opened to identify the contents. No operational instructions were uttered, which gave the appearance of complete knowledge of the process.
{FI}	The 2 staff who were in this area knew exactly what to do with the items inside and were clearly very confident in their approach to the nature of the contents. Since these were surgical instruments and items used to operate on people and were inevitably covered in blood and tissue. Their attitude to the contents was very matter of fact. The relationship between them was quite light almost light hearted
{II}	One item slipped as it was being examined inside the trolley but did not seem to phase either person.
{NC}	When unloading and scanning items from the trolley, the conversations were of a social nature and there was no direct instructions passed between the participants during the unloading process.
{NH}	The lack of communication regarding the actual work being undertaken seemed to be sparse, almost non existent.

3.2 Area 2: Decontamination

Observational Area 2	***Method***	***Participants***	***Observations***	***Format***
6 Fieldwork Timetable: 3 *days @ 2hrs per day*	Participant Observations	4	4	Field Notes

KEY OBSERVATIONS

{PS}	Located at the rear of a very busy hospital on the outskirts of Edinburgh. Difficult to locate , is not signposted within the main hospital entrance. Looked like an industrial unit from the outside. Difficult to identify the main entrance as this was located to the very rear of the building. Natural instinct would expect to see it at the front of the building.
{A}	Several medium sized trucks were parked outside and large containers which looked like meals on wheels trolleys were being unloaded onto the courtyard.
{PA}	This was a daily occurrence as the unit is opened 24 hrs a day. This looked like a two man job, but was carried out by a single person. Once inside the unit, the trolley was identified and opened to identify the contents. No operational instructions were uttered, which gave the appearance of complete knowledge of the process.
{FI}	The 2 staff who were in this area knew exactly what to do with the items inside and were clearly very confident in their approach to the nature of the contents. Since these were surgical instruments and items used to operate on people and were inevitably covered in blood and tissue. Their attitude to the contents was very matter of fact. The relationship between them was quite light almost light hearted
{II}	One item slipped as it was being examined inside the trolley but did not seem to phase either person.
{NC}	When unloading and scanning the items from the trolley, the conversation was of a social nature and there was no direct instructions passed between the participants of the unloading process.
{NH}	The lack of communication regarding the actual work being undertaken seemed to be sparse, almost non existent.

3.3 Area 3: Wash

Observational Area 3	***Method***	***Participants***	***Observations***	***Format***
4 hours Fieldwork Timetable: *2 days @ 2hrs per day*	Participant Observations	2	4	Field Notes

KEY OBSERVATIONS

{PS}	Located at the rear of a very busy hospital on the outskirts of Edinburgh. Difficult to locate , is not signposted within the main hospital entrance. Looked like an industrial unit from the outside. Difficult to identify the main entrance as this was located to the very rear of the building. Natural instinct would expect to see it at the front of the building.
{A}	Several medium sized trucks were parked outside and large containers which looked like meals on wheels trolleys were being unloaded onto the courtyard.
{PA}	This was a daily occurrence as the unit is opened 24 hrs a day. This looked like a two man job, but was carried out by a single person. Once inside the unit, the trolley was identified and opened to identify the contents. No operational instructions were uttered, which gave the appearance of complete knowledge of the process.
{FI}	The 2 staff who were in this area knew exactly what to do with the items inside and were clearly very confident in their approach to the nature of the contents. Since these were surgical instruments and items used to operate on people and were inevitably covered in blood and tissue. Their attitude to the contents was very matter of fact. The relationship between them was quite light almost light hearted
{II}	One item slipped as it was being examined inside the trolley but did not seem to phase either person.
{NC}	When unloading and scanning the items from the trolley, the conversation was of a social nature and there was no direct instructions passed between the participants of the unloading process.
{NH}	The lack of communication regarding the actual work being undertaken seemed to be sparse, almost non existent.

3.4 Area 4: Assembly

Observational Area 4	***Method***	***Participants***	***Observations***	***Format***
6 hours Fieldwork Timetable: *3 days @ 2hrs per day*	Participant Observations	4	6	Field Notes
KEY OBSERVATIONS				
{PS}	Located at the rear of a very busy hospital on the outskirts of Edinburgh. Difficult to locate , is not signposted within the main hospital entrance. Looked like an industrial unit from the outside. Difficult to identify the main entrance as this was located to the very rear of the building. Natural instinct would expect to see it at the front of the building.			
{A}	Several medium sized trucks were parked outside and large containers which looked like meals on wheels trolleys were being unloaded onto the courtyard.			
{PA}	This was a daily occurrence as the unit is opened 24 hrs a day. This looked like a two man job, but was carried out by a single person. Once inside the unit, the trolley was identified and opened to identify the contents. No operational instructions were uttered, which gave the appearance of complete knowledge of the process.			
{FI}	The 2 staff who were in this area knew exactly what to do with the items inside and were clearly very confident in their approach to the nature of the contents. Since these were surgical instruments and items used to operate on people and were inevitably covered in blood and tissue. Their attitude to the contents was very matter of fact. The relationship between them was quite light almost light hearted			
{II}	One item slipped as it was being examined inside the trolley but did not seem to phase either person.			
{NC}	When unloading and scanning the items from the trolley, the conversation was of a social nature and there was no direct instructions passed between the participants of the unloading process.			
{NH}	The lack of communication regarding the actual work being undertaken seemed to be sparse, almost non existent.			

3.5 Area 5: Sterilisation

Observational Area 5	***Method***	***Participants***	***Observations***	***Format***
6 Hours Fieldwork Timetable: *3 days @ 2hrs per day*	Participant Observations	2	4	Field Notes

KEY OBSERVATIONS

{PS}	Located at the rear of a very busy hospital on the outskirts of Edinburgh. Difficult to locate , is not signposted within the main hospital entrance. Looked like an industrial unit from the outside. Difficult to identify the main entrance as this was located to the very rear of the building. Natural instinct would expect to see it at the front of the building.
{A}	Several medium sized trucks were parked outside and large containers which looked like meals on wheels trolleys were being unloaded onto the courtyard.
{PA}	This was a daily occurrence as the unit is opened 24 hrs a day. This looked like a two man job, but was carried out by a single person. Once inside the unit, the trolley was identified and opened to identify the contents. No operational instructions were uttered, which gave the appearance of complete knowledge of the process.
{FI}	The 2 staff who were in this area knew exactly what to do with the items inside and were clearly very confident in their approach to the nature of the contents. Since these were surgical instruments and items used to operate on people and were inevitably covered in blood and tissue. Their attitude to the contents was very matter of fact. The relationship between them was quite light almost light hearted
{II}	One item slipped as it was being examined inside the trolley but did not seem to phase either person.
{NC}	When unloading and scanning the items from the trolley, the conversation was of a social nature and there was no direct instructions passed between the participants of the unloading process.
{NH}	The lack of communication regarding the actual work being undertaken seemed to be sparse, almost non existent.

3.6 Area 6: Despatch

Observational Area 6	***Method***	***Participants***	***Observations***	***Format***
4 hours Fieldwork Timetable: *2 days @ 2hrs per day*	Participant Observations	3	2	Field Notes

KEY OBSERVATIONS

{PS}	Located at the rear of a very busy hospital on the outskirts of Edinburgh. Difficult to locate, is not signposted within the main hospital entrance. Looked like an industrial unit from the outside. Difficult to identify the main entrance as this was located to the very rear of the building. Natural instinct would expect to see it at the front of the building.
{A}	Several medium sized trucks were parked outside and large containers which looked like meals on wheels trolleys were being unloaded onto the courtyard.
{PA}	This was a daily occurrence as the unit is opened 24 hrs a day. This looked like a two man job, but was carried out by a single person. Once inside the unit, the trolley was identified and opened to identify the contents. No operational instructions were uttered, which gave the appearance of complete knowledge of the process.
{FI}	The 2 staff who were in this area knew exactly what to do with the items inside and were clearly very confident in their approach to the nature of the contents. Since these were surgical instruments and items used to operate on people and were inevitably covered in blood and tissue. Their attitude to the contents was very matter of fact. The relationship between them was quite light almost light hearted
{II}	One item slipped as it was being examined inside the trolley but did not seem to phase either person.
{NC}	When unloading and scanning the items from the trolley, the conversation was of a social nature and there was no direct instructions passed between the participants of the unloading process.
{NH}	The lack of communication regarding the actual work being undertaken seemed to be sparse, almost non existent.

4 CONCLUSION

This study focused on explaining the findings from both phases of the data collection in relation to the research within the HSDU department. Most feedback surrounded the interpolation of two perspective extremes of experience and capability, by delineating them between a coexistence of understanding and personal interpretation, a focused insight into elements of business success was achieved. The findings show that a personal perspective on knowledge is not restricted to cognitive capabilities nor organisation boundaries. The data explains that outwith this cognitive stance a conceptual understanding of knowledge contributes to the empathetic value given to knowledge transfer within this business context. In examining the findings from the data analysis was able to show that a personal view of knowledge contributes to the way in which it is used within a knowledge transfer arena. Additionally, whilst business success was enviable from both perspectives as a direct result of this knowledge transfer the underlying caveat for success was different between the two. The core of these findings is certainly more in line with assimilated knowledge, in the form of some sort of business framework or model which is derived from a holistic, harmonious, and well ordered. Good knowledge governance in this sense is therefore interpreted by this participant group as having the ability to bring development and prosperity to the business through justice and equitable rules. This interpretation of a business model is clearly not from a format or theory of contemporary business models but does represent an acknowledgement of alignment to a model of framework to justify success.

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6 APENDIX 1: OBSERVATION AND DIARY SHEET EXAMPLES

TITLE: Daily Diary

Item	Note

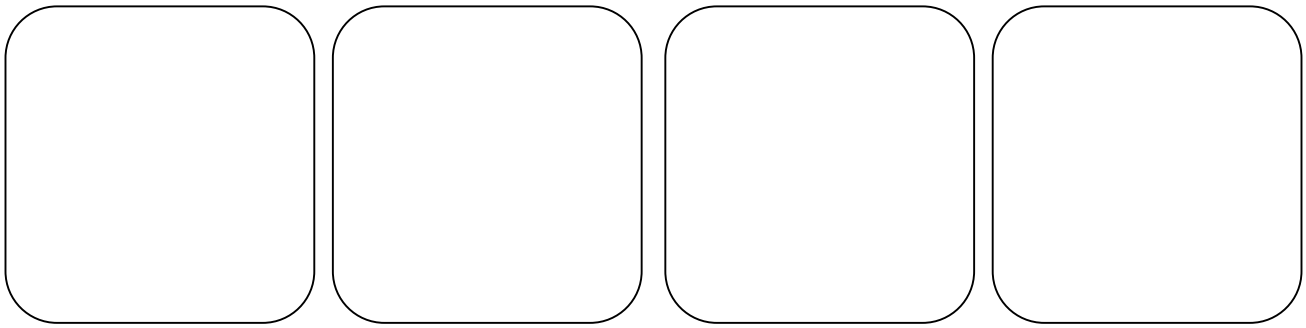
TITLE: Observational Focus on Specific Task/Process

ITEM	
Introduction:	
1 point of view	
2 point of view	
3 point of view	
4 point of view	
5 point of view	
6 point of view	
REMARKS	

List of key words and vocabulary	List of key observation

TITLE: Task Interaction

The TASK:	Description

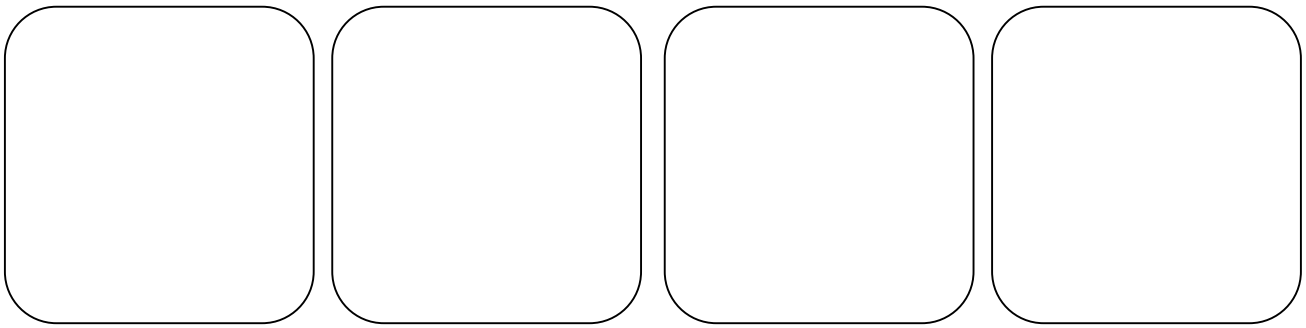


Observe a knowledge transfer task or process

Indicate a start point

Actors involved

Perceived outcome



Actual outcome

interactions

Isolated incident or directly related to a business setting.
Personal interpretation and observational understanding.

Observational Notes

List of key words and vocabulary	List of key observation