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Belvederes of philosophy and knowledge

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ABSTRACT

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

Key words: Knowledge , Philosophy, Learning, Knowledge transfer

Paper type: Discussion

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

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

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

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

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

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

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

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

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

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

PHILOSOPHICAL ARGUMENT

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

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

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

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

KNOWLEDGE POSITIONING

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

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

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

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

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

CONCLUSION

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

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

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BUSINESS PERSPECTIVES of PHILOSOPHY AND KNOWLEDGE: Knowledge State

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Purpose: Theoretical perspective

ABSTRACT

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

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

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

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

Thus, most scrutiny originates from two epistemologies.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CONCLUSION

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

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Adaptive management strategies using a *Figurational* approach

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Developing a Figurational Entity
Theoretical Overview

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

SO, WHY DOES THIS HAPPEN ?

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

Traditional use of probabilistic inference is therefore limited.

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

Developing a Figurational Entity
The difficult Questions

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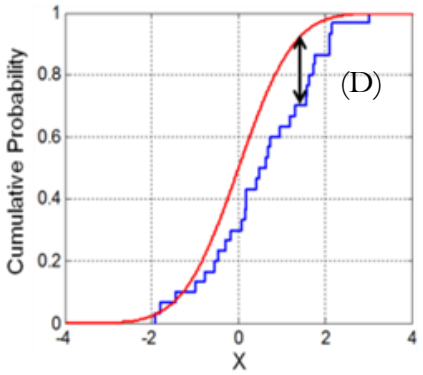
Q1: Are shifts in behaviour measurable in relation to efficiency Difference (*D*)?

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

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

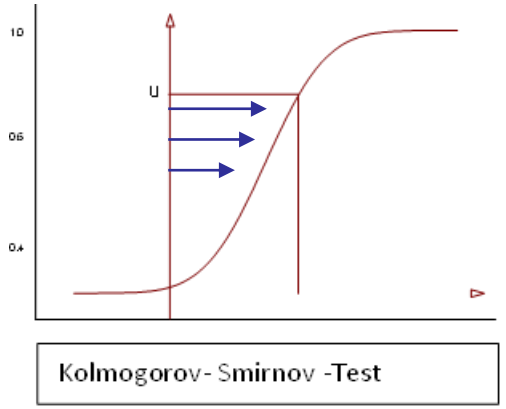
Q4: What involvement or detachment perspective do participants form when delivering structured evidence related to incredulities ?

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



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

(*V*x)



Developing a Figurational Entity
Problematic Criteria

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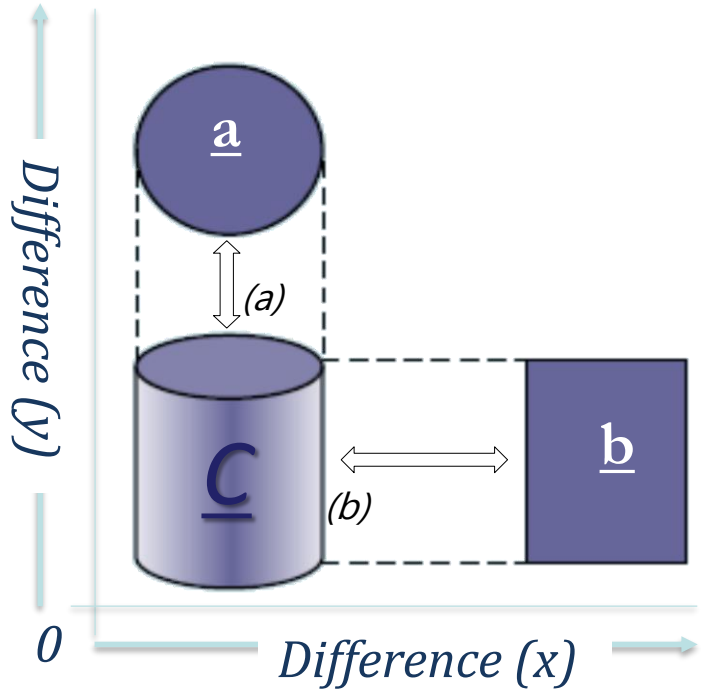
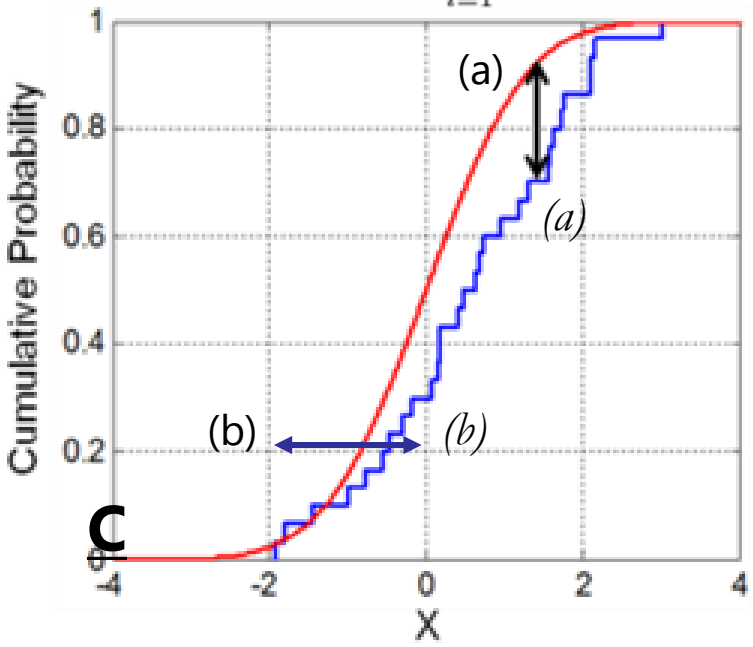
Current theory and analysis (**C**) attempts to reduce processes into static elements, separating, *for example*, human actors *(a)* from their actions *(b)* and measuring the difference compared to 0 (zero).

Interpretation of a situation

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



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



Developing a Figurational Entity
The POPC lens

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

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

{dimensioning the phenomena into a Figurational context}

Developing a Figurational Entity
Perspective

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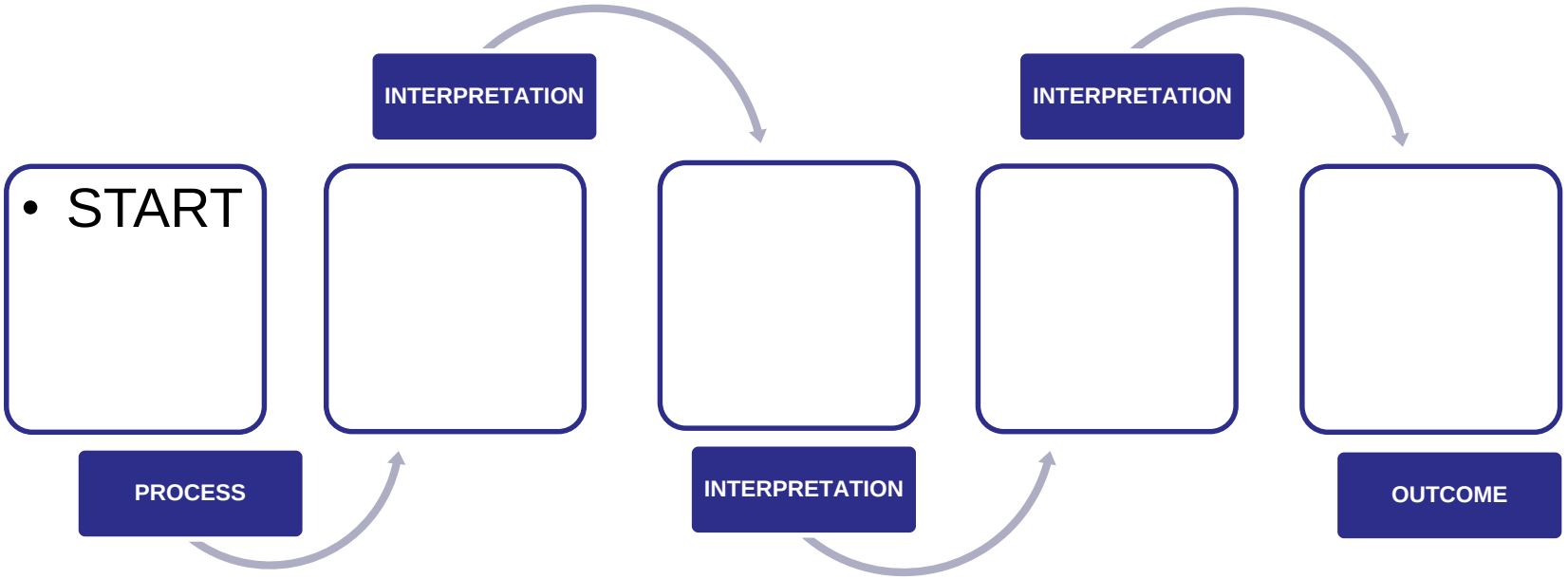
Like Elias, a Figurational approach attempts to correct this predisposition by adding perspective (POPC) lens to give relativistic dimension to analysis from the perspective of V_x



POPC starts with conceptual criteria, interpreted related to process

Developing a Figurational Entity
Dimensioning

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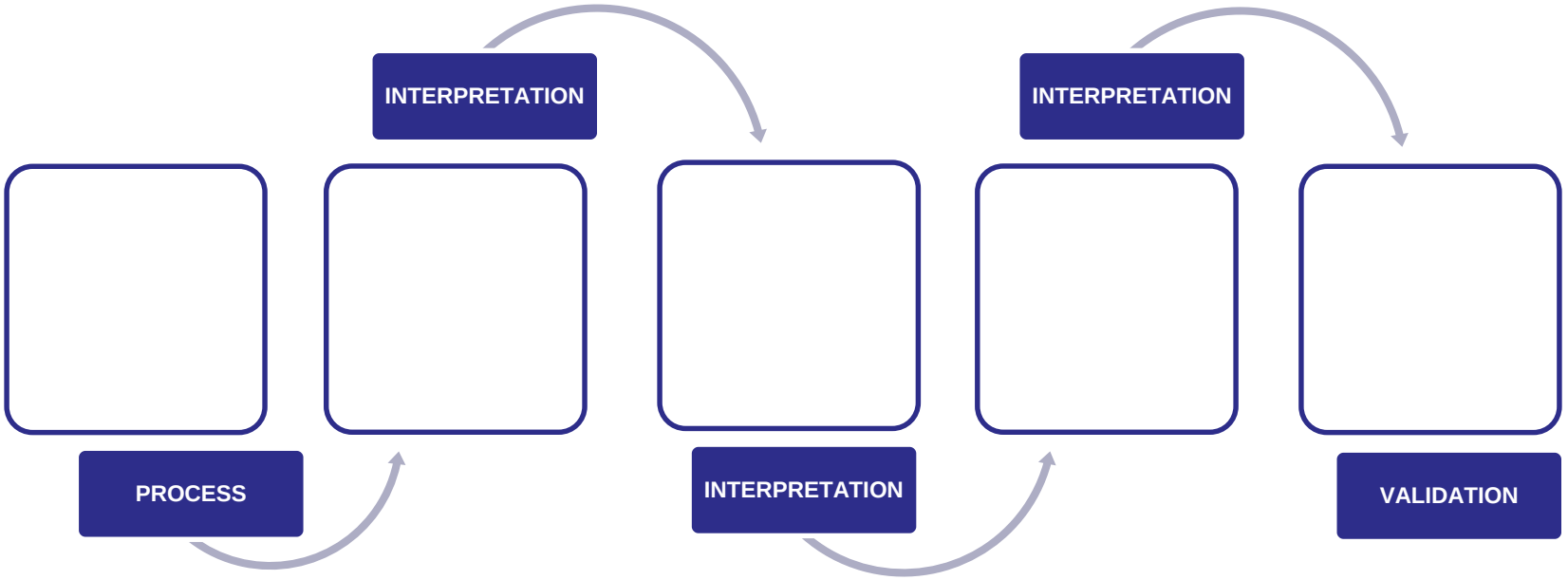
POPC starts with conceptual criteria interpretation related to process



Dimensioning: *Interpreting the criteria into a contextual entity*

Developing a Figurational Entity
Dimensioning

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

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

Developing a Figurational Entity
Approach

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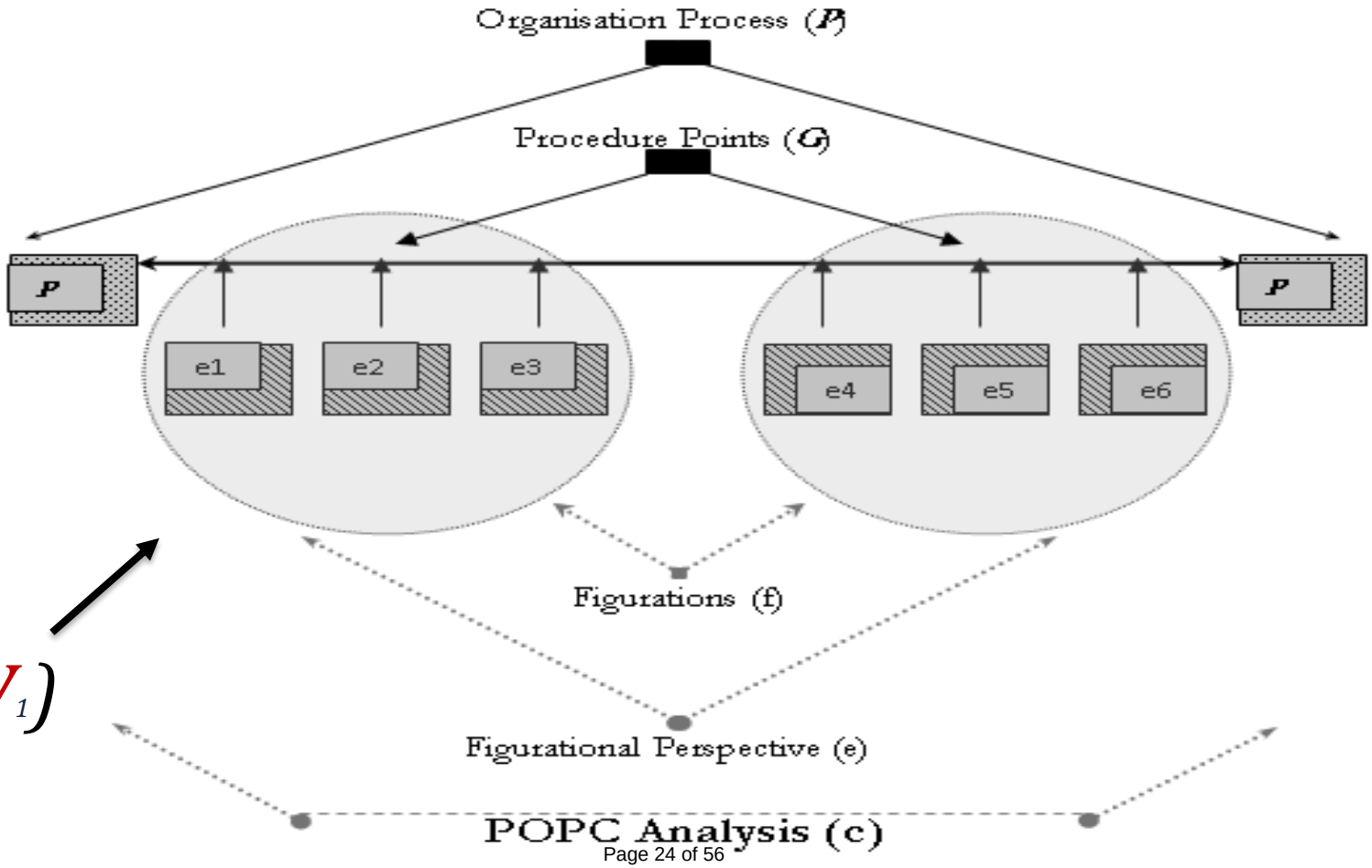
- ***Figure 1.1: Simple Whole Service Perspective***



(V_1)

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DIMENSION 1: *K*nowledge

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

Knowledge Level

- Explicit – "knowledge that is transmittable in formal, systematic language"

- Tacit – knowledge that is embedded within the mind of an individual , which is difficult to verbalise and transfer

Knowledge Type

- Individual
- Group
- Organisational
- Inter-organisational

DIMENSION 3: Figurational *(Process)* Sociology

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

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

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

Figurational Entity
Existence of the Linear Boundary

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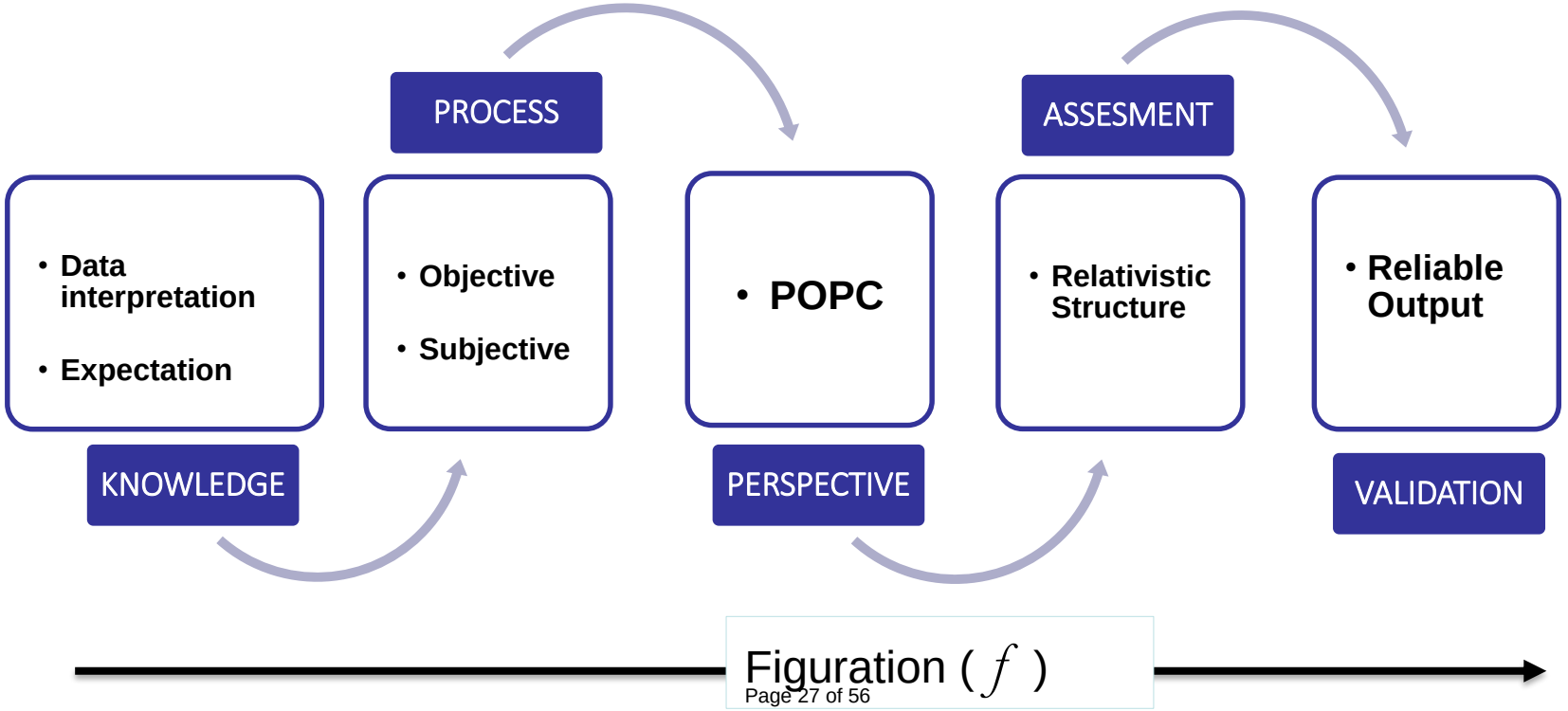
Figurational boundaries and parameters can be logically associated to the phenomena under investigation,

by using a POPC lens of interpretation.



Structural Relevance Theoretical paradigm

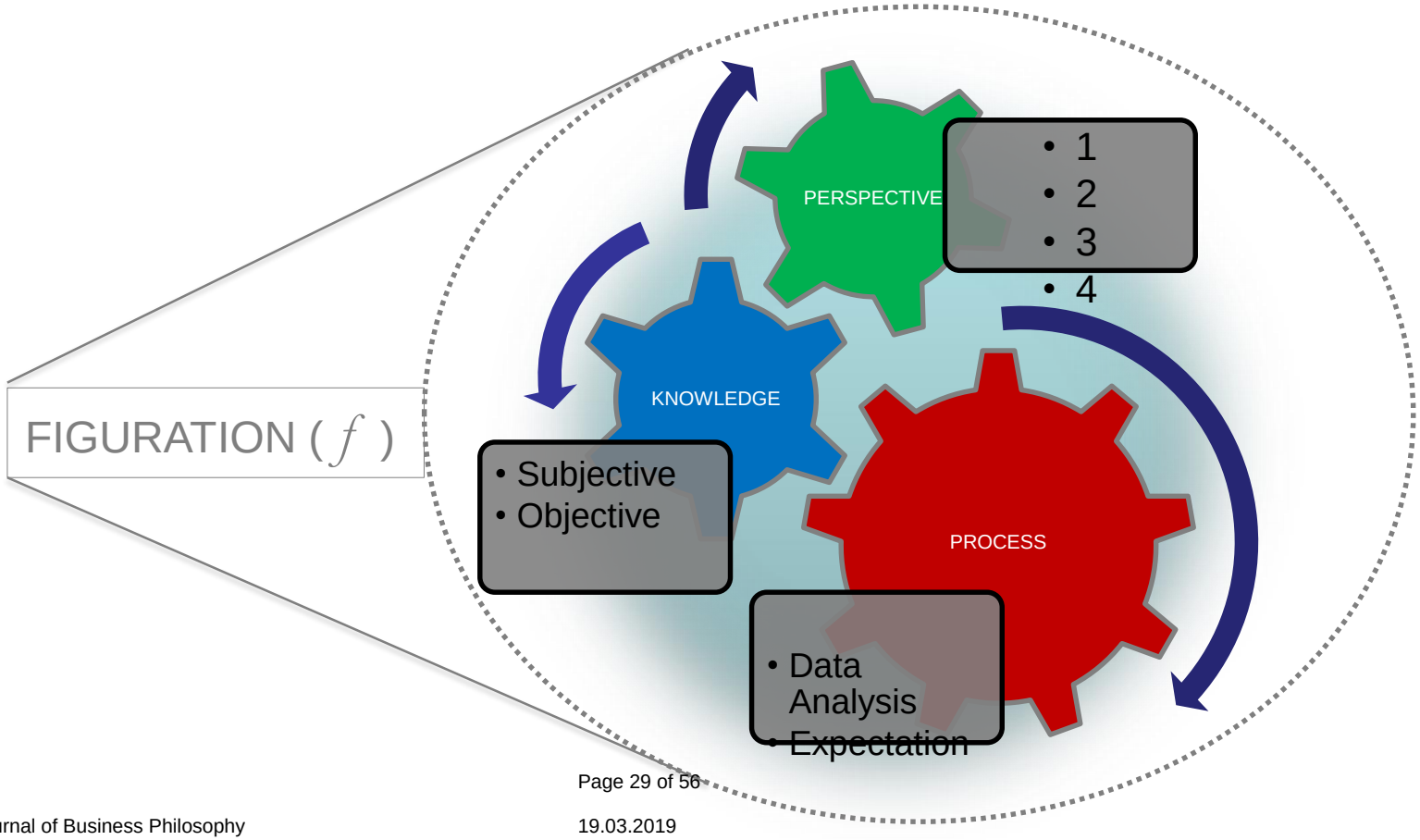
Outlines a theoretical paradigm dimension for context, relative to knowledge and perspective derived from figurational lens

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

POPC DIMENSION 5: The Figuration in context

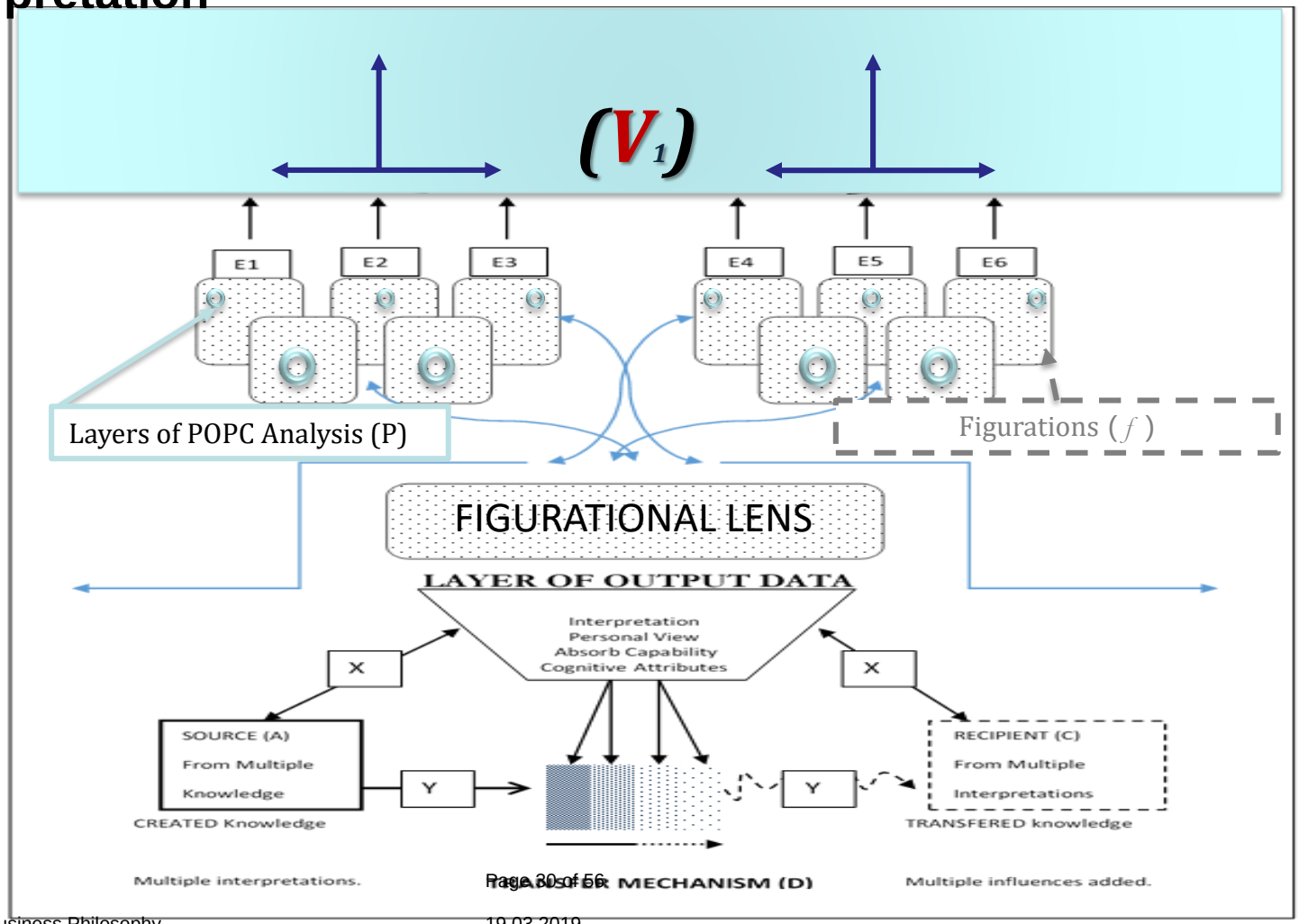
Dynamic

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



RELATIVE *POPC* DIMENSION

~ POPC using a Figurational dimensioning Lens od interpretation ~



Act 2……

Utilising a POPC methodology

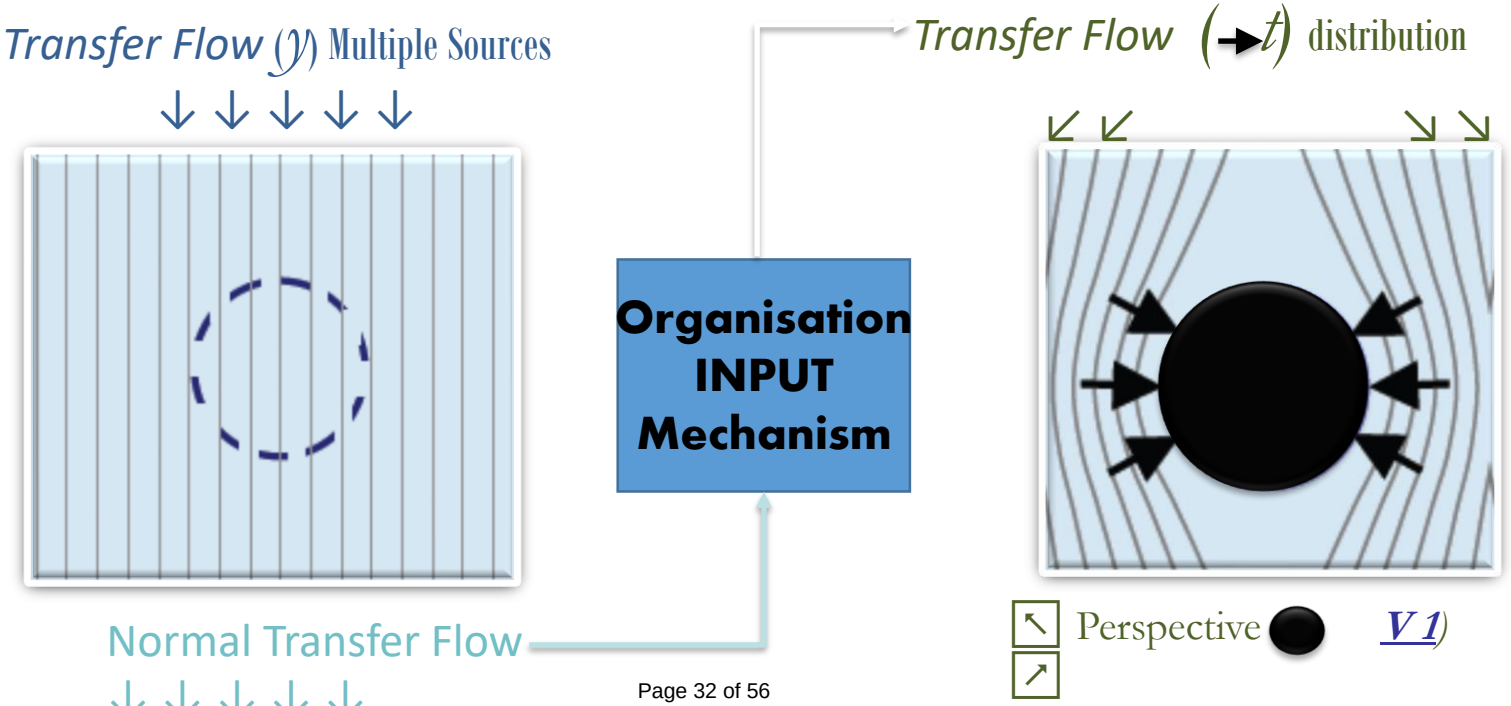
Can this Phenomena be governed in a useful way?

Yes,

But, what exactly is a *POPC* methodology

PERSPECTIVE Entrapment within *K*nowledge transfer deployment?

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



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POPC ? BROAD SCOPE

Draws these elements together as an identifiable single entity.

CONCEPTUAL OVERVIEW

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

THEORETICAL PARADIGM

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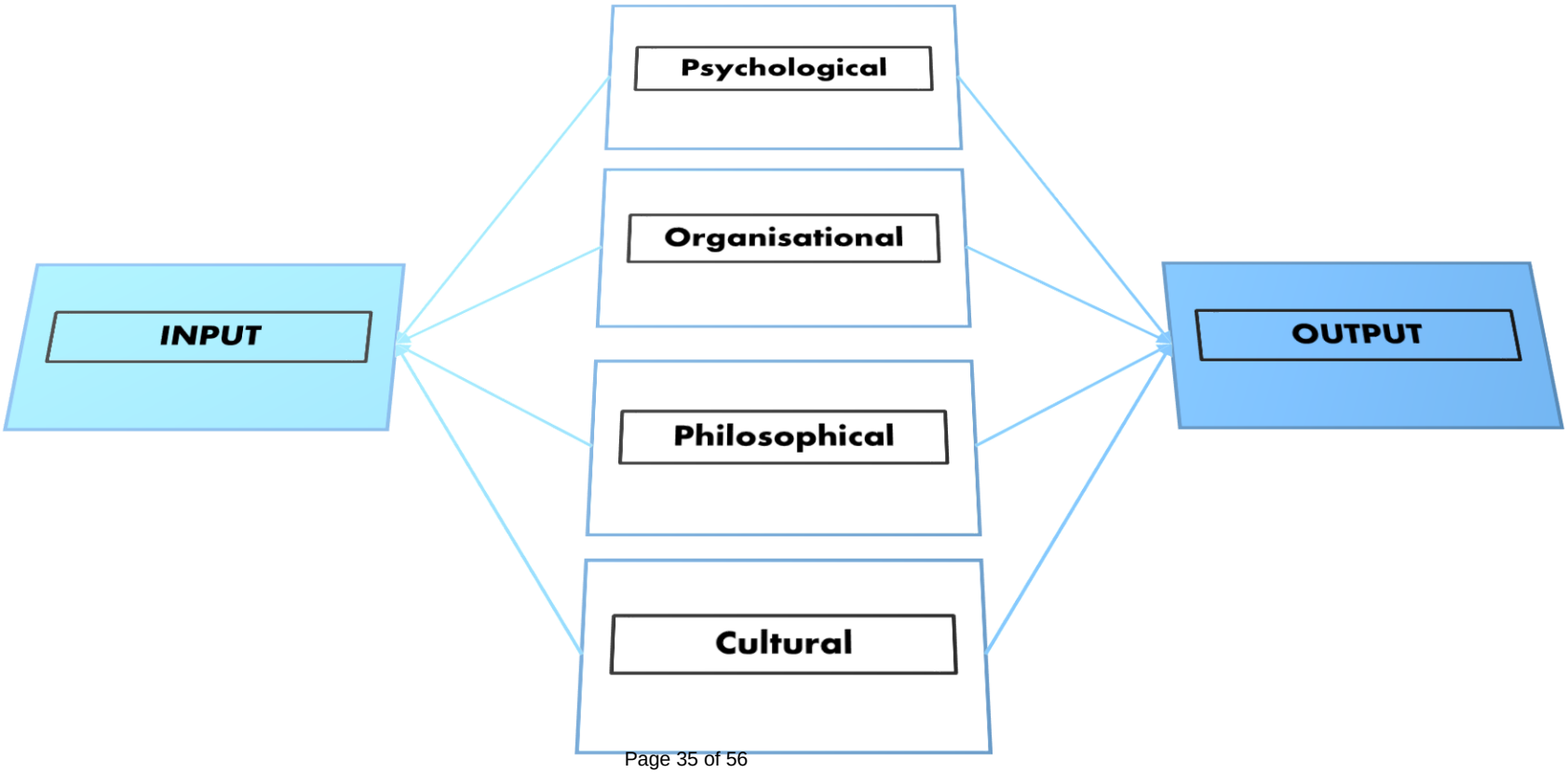
POPC ? TANGIBLE SYNOPSIS

Allows multiple perspective definition

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

POPC ? TANGIBLE SYNOPSIS *Simplex*

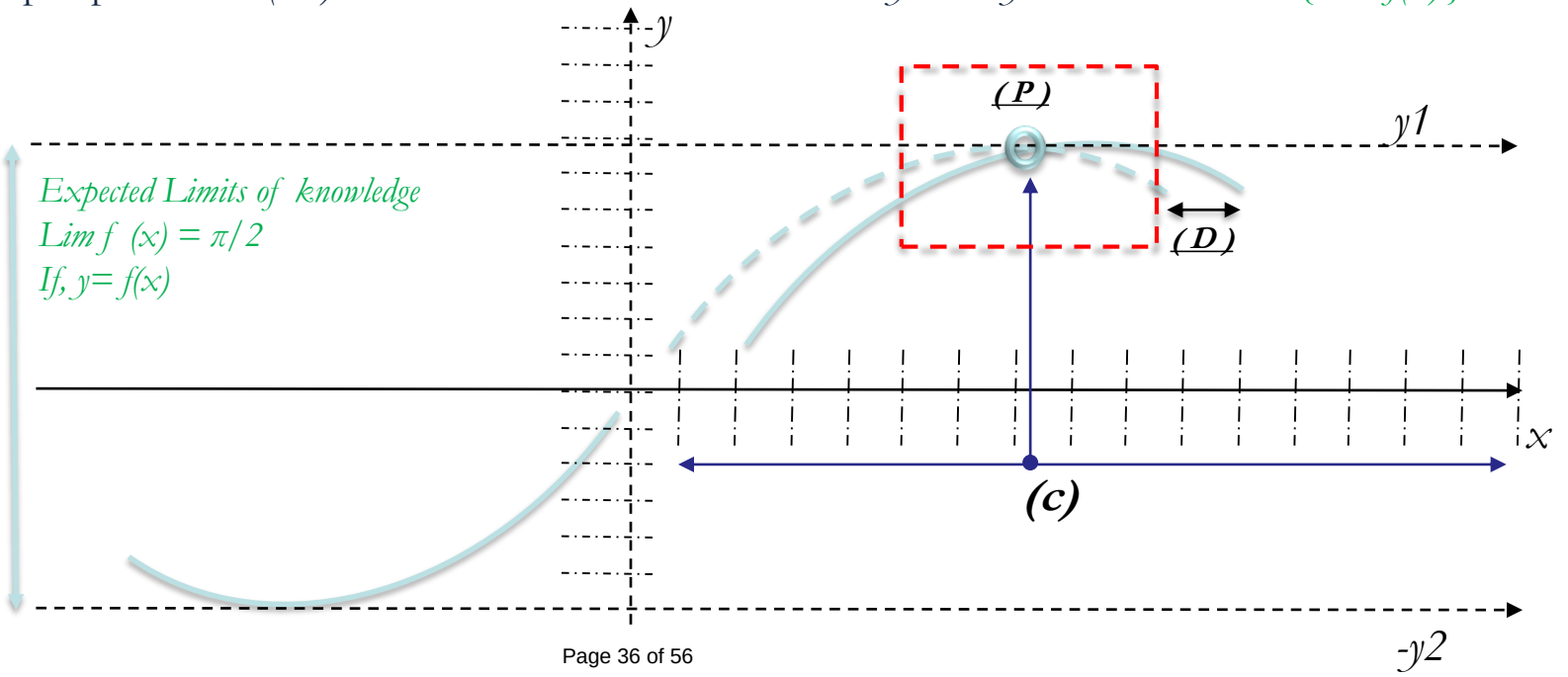


Multiple Perspective OVERVIEW

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

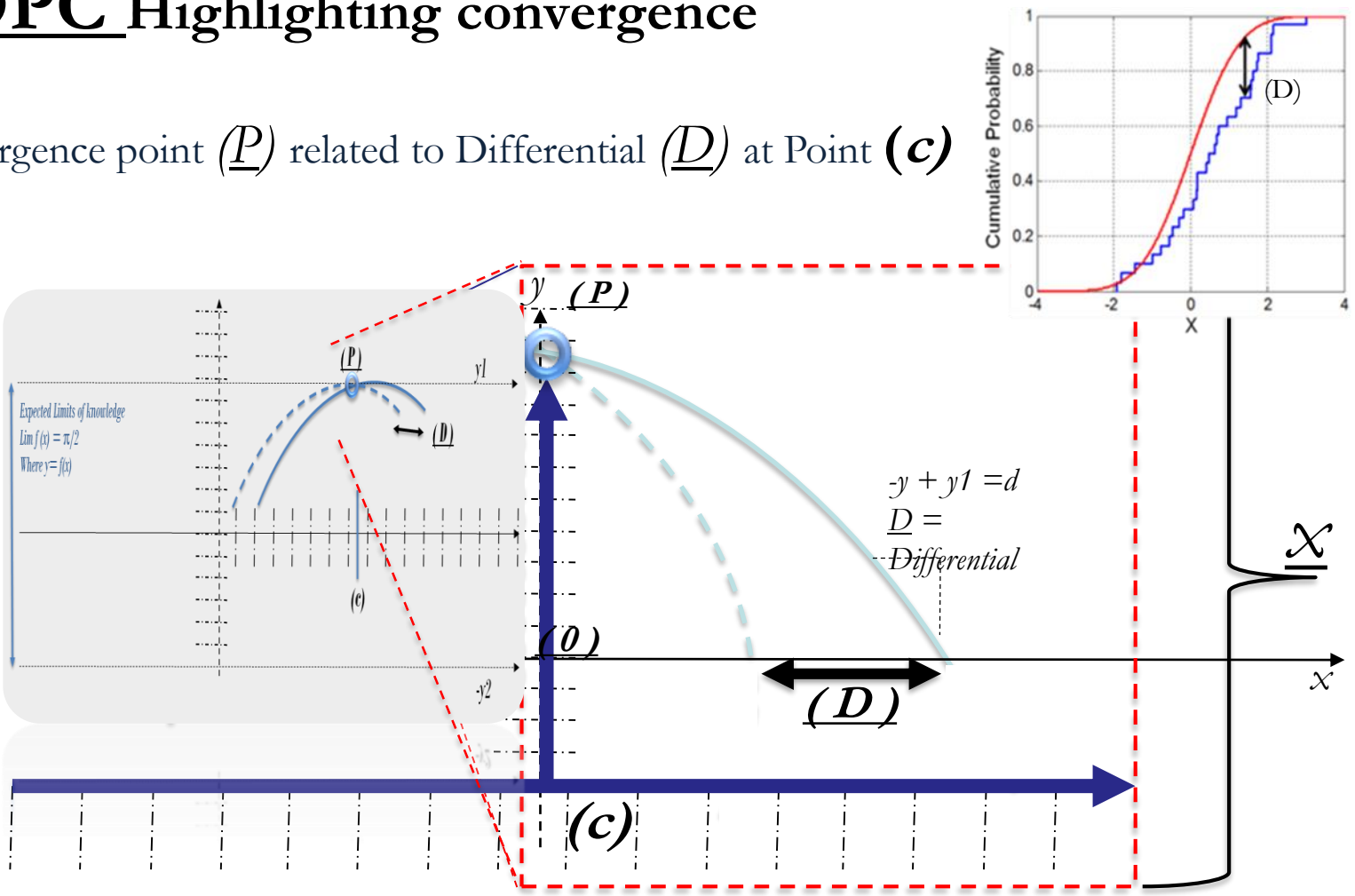
By utilising the formula $(y1=\sqrt{x^2}1)$ we can identify convergence point (P)

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



POPC Highlighting convergence

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



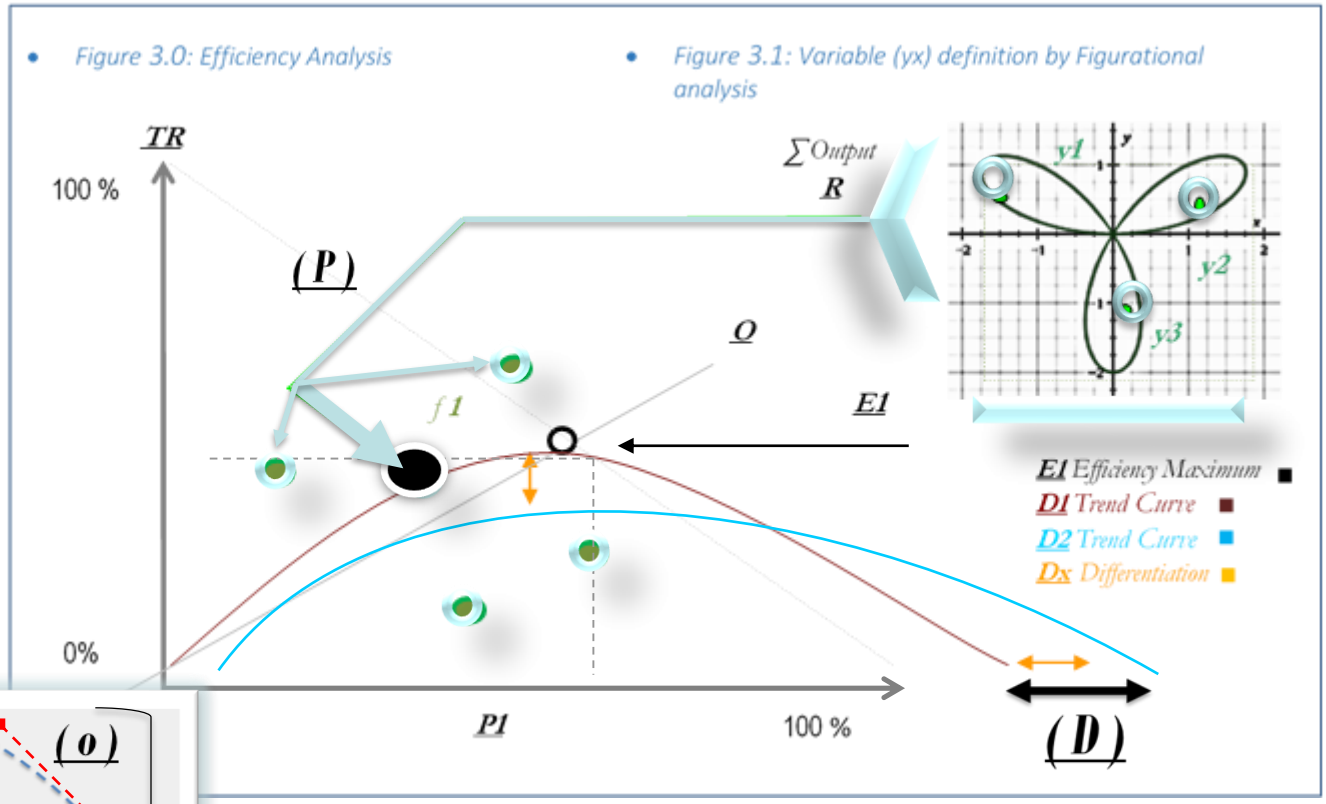
Act 3……..

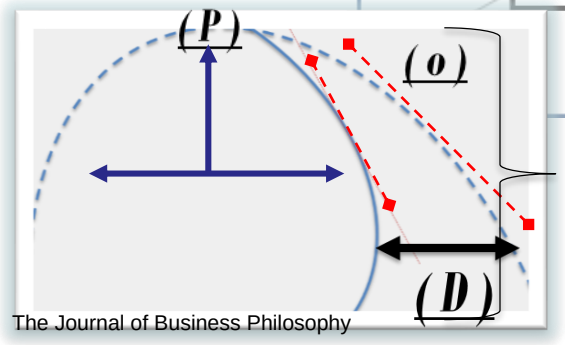
Utilising a POPC methodology

HOW would it become useful ?

Using POPC STRUCTURED ANALYSIS

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





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

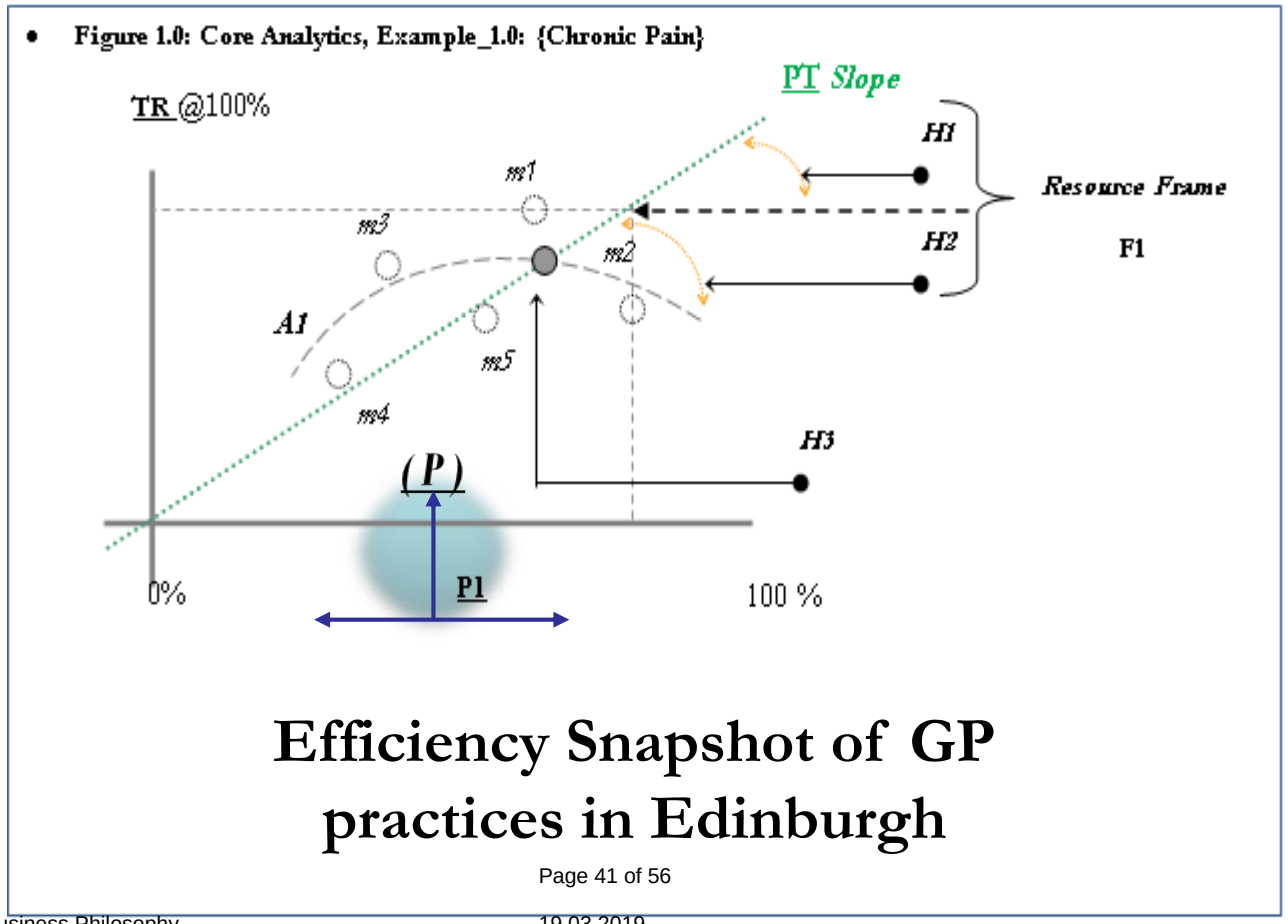
Act 4……..

Utilising a POPC methodology

WHERE would it become useful ?

POPC *Practical Example (1)*

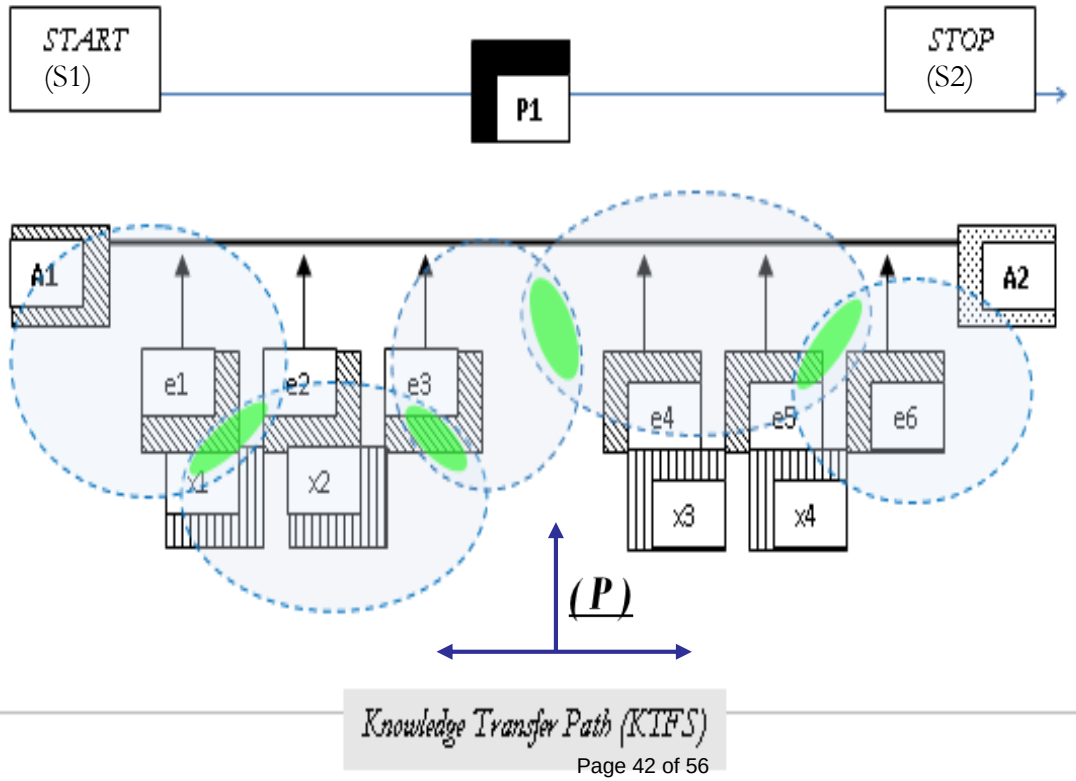
NHS HEADROOM PROJECT

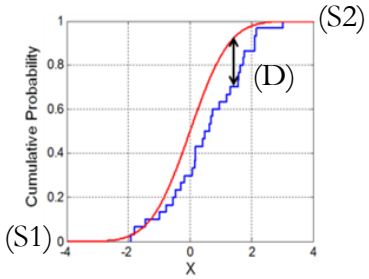


Efficiency Snapshot of GP practices in Edinburgh

POPC *Practical Example (2)*

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





Act 5……

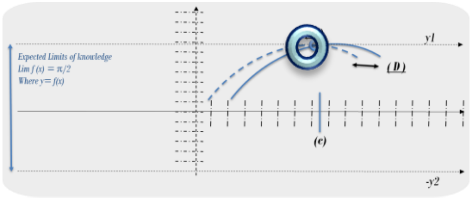
Utilising a POPC methodology

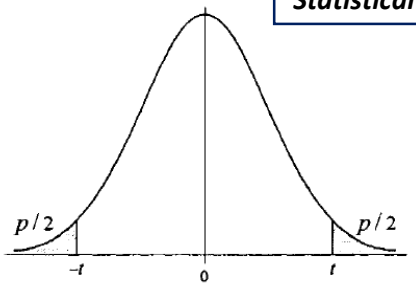
Useful output

HOW is this Useful? VALIDATION

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

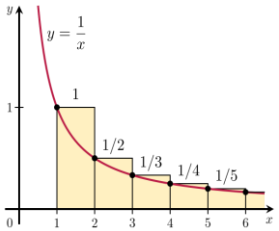
S *RESISTANCE to E*





Statistical (t) equivalence

Mean of Known data



P

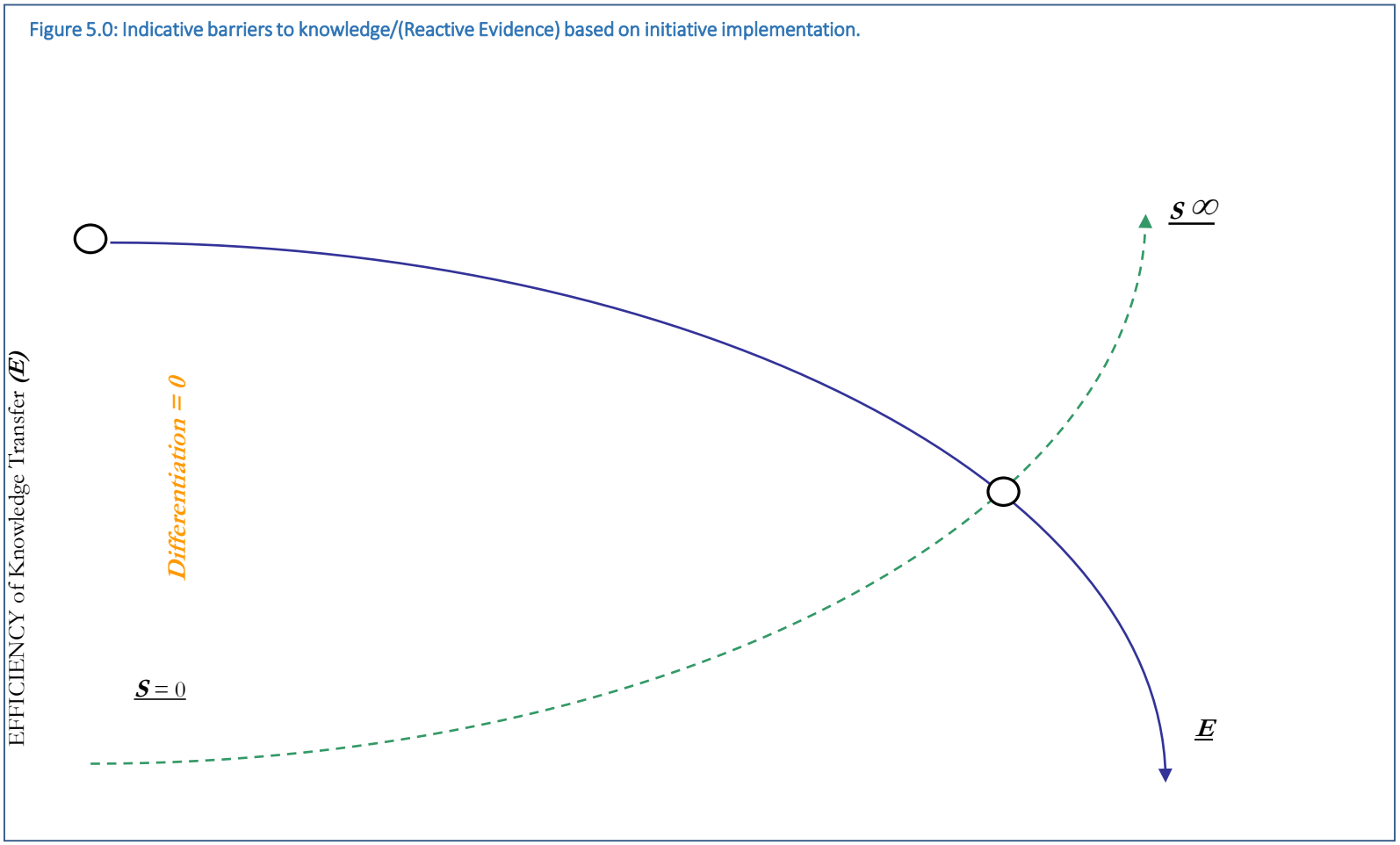
t

R

CONVERGENCE RATE MATRIX

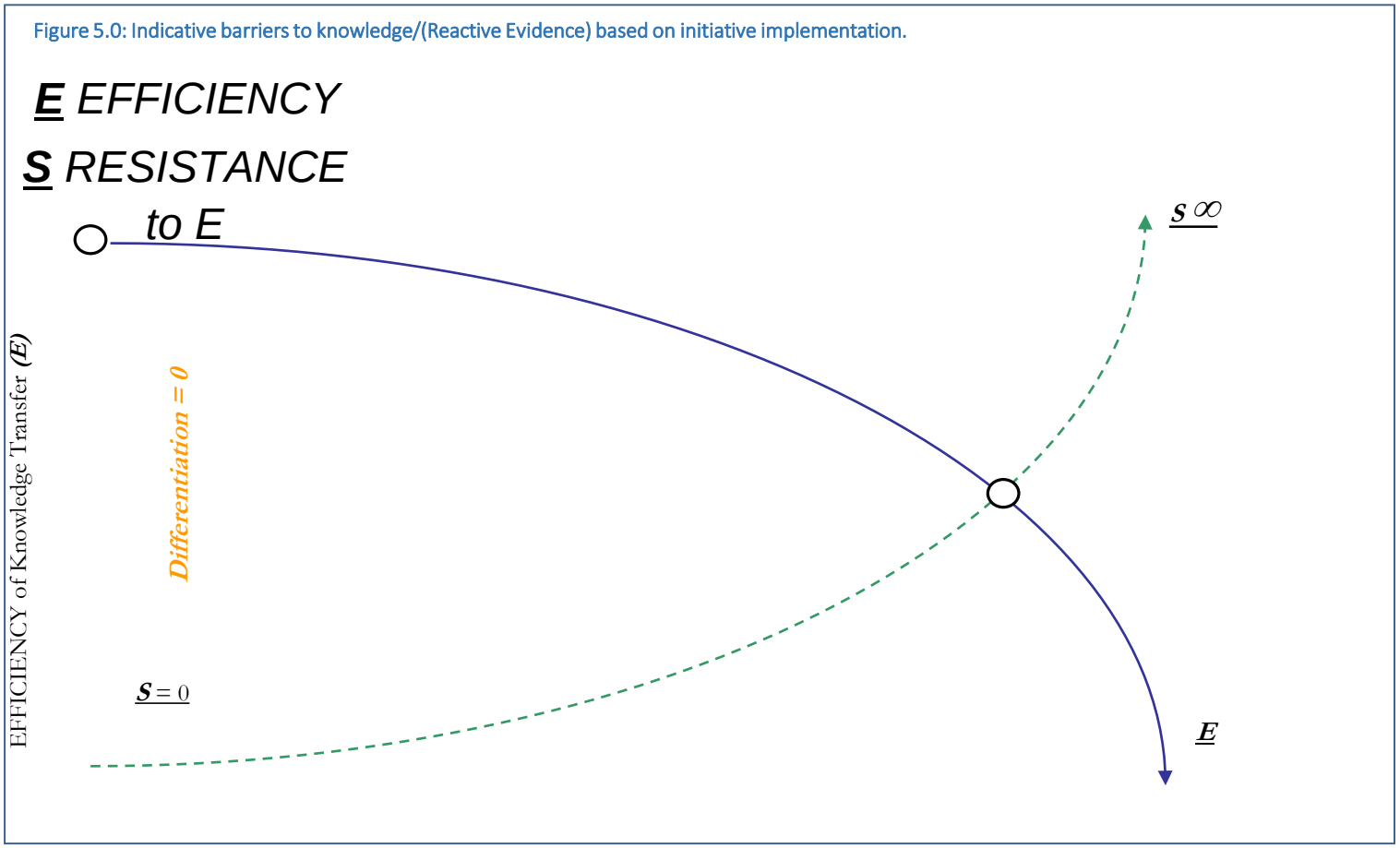
HOW is this Useful? OVERARCHING ANALYSIS

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



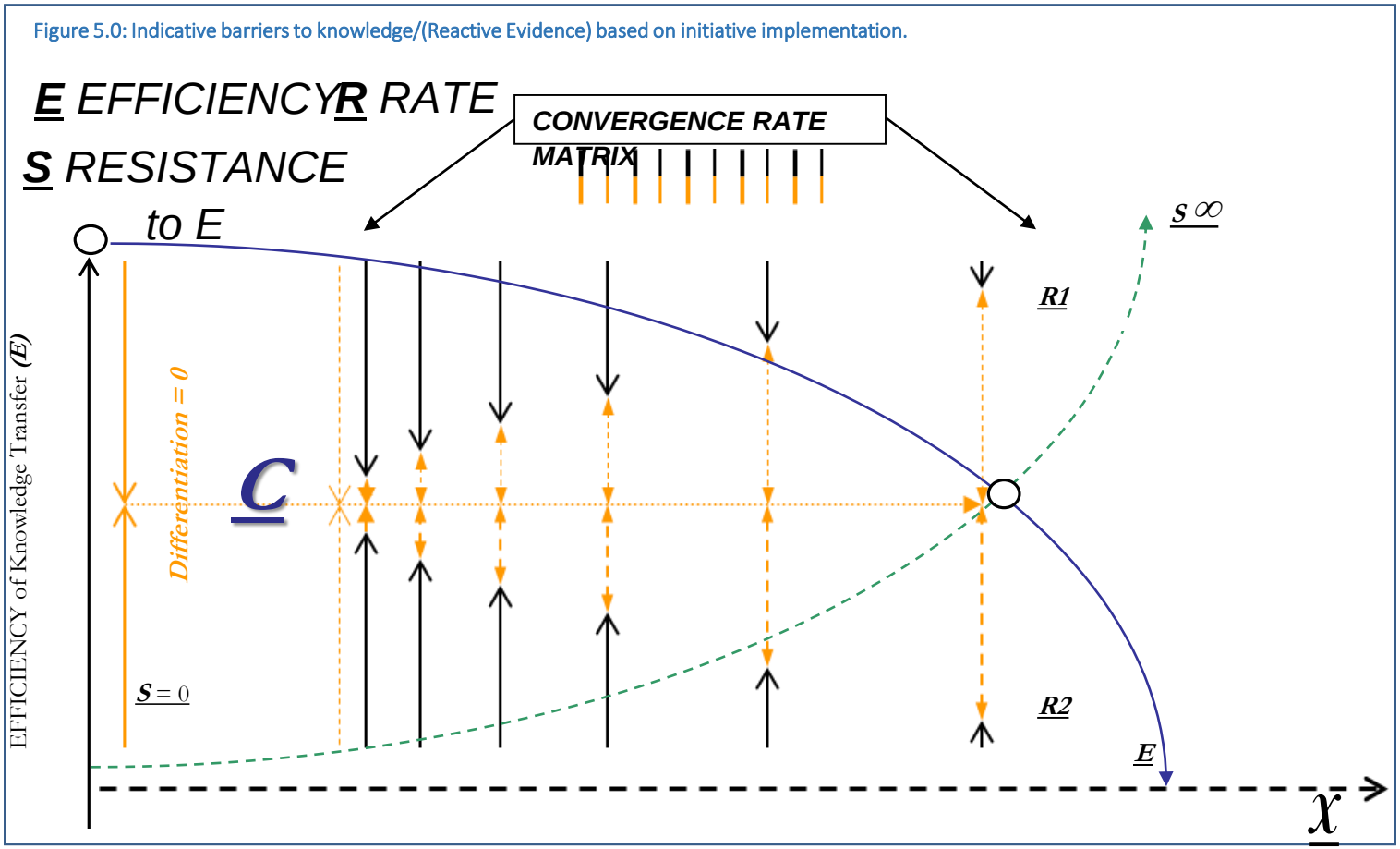
HOW is this Useful? OVERARCHING ANALYSIS

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



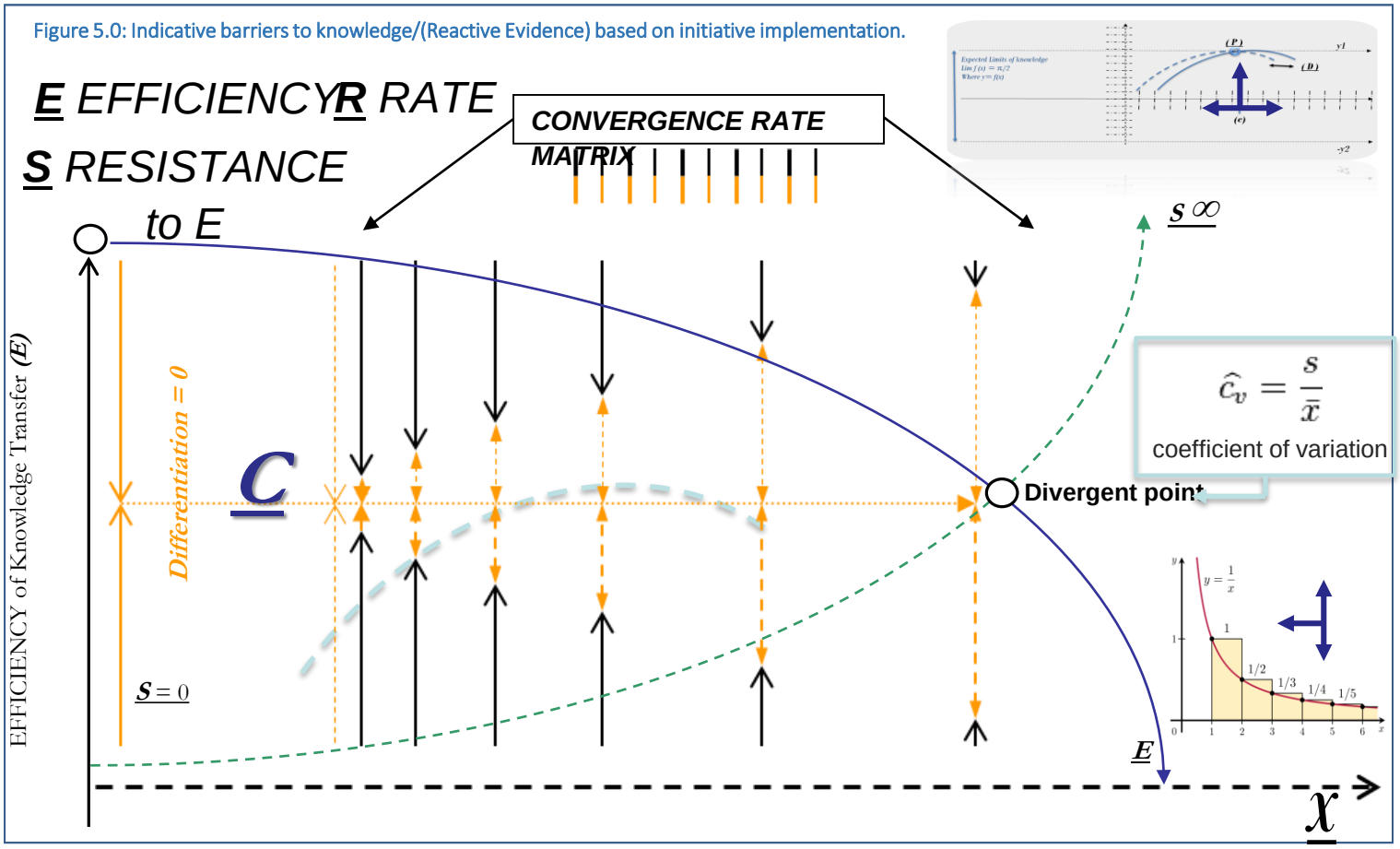
HOW is this Useful? POPC CONVERGENCE RATE MATRIX

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



HOW is this Useful? POPC Divergent Point

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



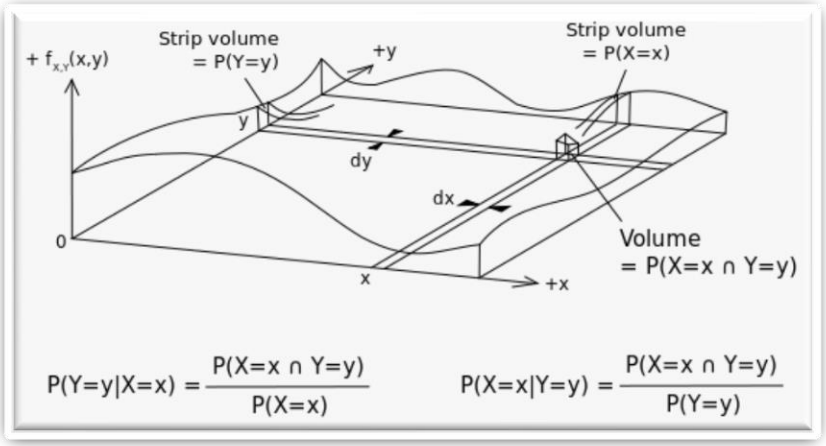
Act 6……

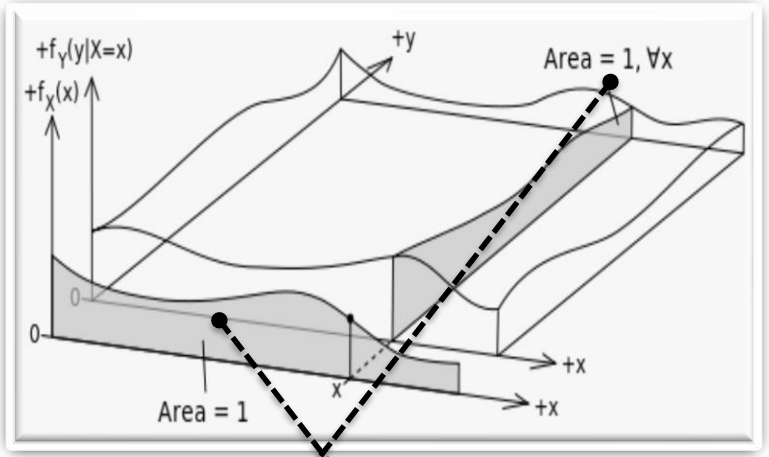
Utilising a POPC methodology

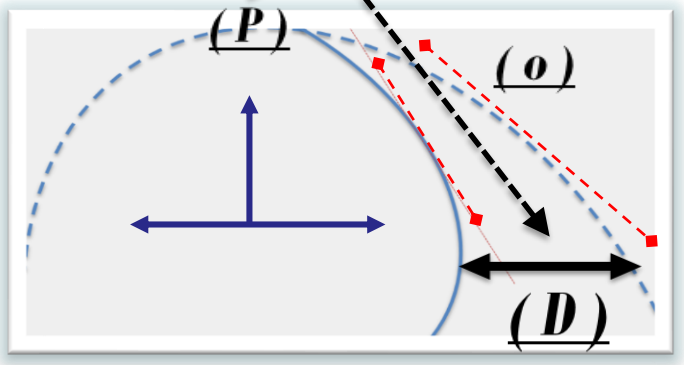
GROWING the theory

Continuing Research: BAYESIAN PROBABILITY

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

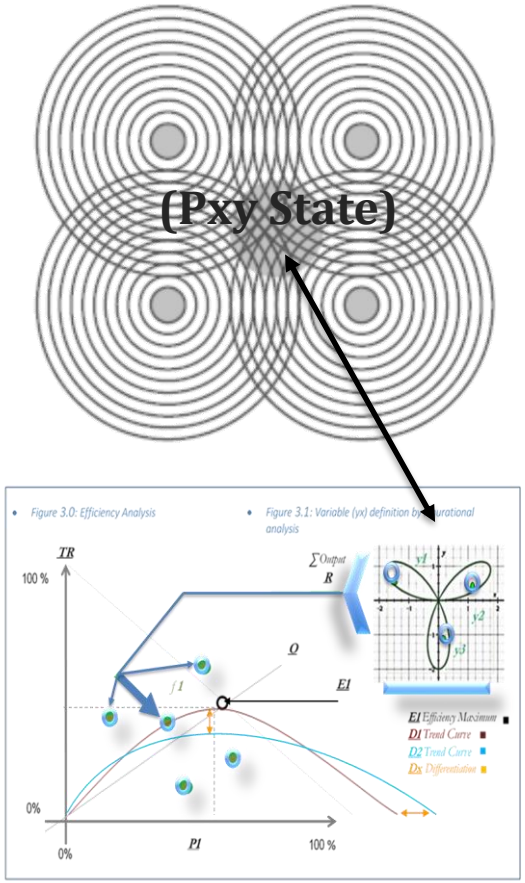






This would allow a **POPC Event space perspective** ***(or Pxy State)*** to be generated from continuous random variables *X* and *Y and therefore relative to a previous differentiation*.

Continuing Research: PREDICTIVE PROCESS UTILISATION



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

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

Act 7……

Utilising a POPC methodology

Summing Up

Problematic criteria: Current assessment's?

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

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

Benefits of POPC: Propensity within the same criteria

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

What are the Drawbacks of POPC?

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

Act 8……..

Utilising a POPC methodology

Finale

Thank you for listening