QUALITATIVE RESEARCH DESIGN
ORGANIZATIONAL KNOWLEDGE LOSS – CASE STUDIES AND NARRATIVES

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ABSTRACT
This paper aims to explore the use of narrative and narrative story networks to support the case study approach for the research study on “Knowledge Loss and Ageing in Australian Organizations”. The research study employing this methodology questions whether knowledge is lost when an ageing employee leaves an organization and whether there are cultural consequences for high performing organizations. The purpose of this methodological approach is to use stories to understand the complex dynamics of knowledge within individuals, knowledge shared and transferred amongst people within an organization and external networks and knowledge that will be potentially lost when an employee leaves the organization. The inclusion of the narratives and narrative story networks hopes to provide rich, particular and specific descriptions of people, processes, critical incidents, key values and concepts in the process of finding what knowledge and wisdom knowledge is lost due to the exit of ageing workers from the workforce. The narrative story network will be used as an “in-place metering” device to establish the repeated textual knowledge that had been built through social structures and knowledge domains that supports the organizational culture. This methodology will address the robustness through data triangulation.

Key Words
Narratives, Knowledge, Knowledge Management, Experts, Triangulation

1 INTRODUCTION

1.1 HUMANS, ORGANIZATIONS AND STORIES
“Narratives (stories) in the human sciences should be defined provisionally as discourses with a clear sequential order that connects events in a meaningful way for a definite audience and thus offer insights about the world and/or people’s experiences of it.”

(Hinchman and Hinchman, 1997)

Storytelling, as it is defined, is a linguistic activity that is not only educative because it allows individuals to share their personal understanding with others, creating negotiated transactions (Egan, 1995, Egan, 1997). In organizations this is seen to be an effective and trusting way to share and transfer knowledge (Brown et al., 2005). Storytelling in organizations brings about socialization and leadership benefits as well. Without this interactive narrative experience humans will not be able to express their knowledge or thoughts. As (Bruner, 1990) points out, storytelling is part of how humans translate their individual private experience of understanding into a public culturally negotiated form. Further investigative studies on companies (Collins and Porras, 1994) led to the understanding that the key variable in performing organizations was the role of culture.
It was recognized that the culture was not only present with the alignment of strategy and internal systems and structure, leadership skills and style but was highly characterized by a strong shared mindset (Holbeche, 2005).

### 1.2 NARRATIVE APPROACH IN CONTEXT OF RESEARCH STUDY

(Elliot, 2005) quoting Hinchman and Hinchman (1997) in defined that narratives stress on key features such as chronology, meaningfulness and social context that is specific to an audience and an important temporal dimension for understanding the inter-relationship between individuals and social contexts.

The research in progress on “Knowledge Loss and Ageing Experts in Australian Organizations” (Kannan, 2006 Work-in-Progress) draws this definitional context of narrative and takes a look at organizations in this 21st century knowledge era that are faced with the need to cope with some complexities surrounding knowledge in organizations and how to manage the various textures of knowledge in order to maintain sustainable performance. It is becoming not just the culture of just ‘the way we do things around here’ philosophy, but there is a greater and hungrier epistemological need of knowing. The thesis looks at specifically the ageing expert and their contribution of knowledge that has been the key to organizational performance. The different types of “knows” present in an organization to achieve organizational objectives can be expressed as - “know what”, “know how”, “know where”, “know when” and “know why” and their interconnectedness. The objectives of organizations today that embark on knowledge strategy initiatives find the need to transfer knowledge is not only to sustain organizational performance but also to encourage constant learning to generate innovation and creative ideas. Without this constant learning, an organization’s performance can deteriorate (Levitt and March, 1988); (Argote, 1999); (Darr et al., 1995) (Szulanski, 2003). (Teece, 1976) found that knowledge transfer within (Darr et al., 1995) organizations takes a number of years and depending on how sticky (Szulanski, 2003) knowledge is for the individuals and in the domains in the organization there may not be effective transfer. (Teece, 1976) also states that knowledge cannot be easily transferred through best practice measures and the success of that transfer is never guaranteed. In this respect, a better understanding of the knowledge contribution of employees within the organization who are working together currently towards the organization’s success is critical and valuable.

The aim of the research study is to try and understand what is organizational knowledge in the context of the ageing experts’ contribution and identify the fundamental social relationships and practices in order to theorize the effective cultural and creative actions that performing organizations exemplify (Tsoukas, 2005). Given that the nature of organizational knowledge is special to the organization in terms of the process and work orientation, language and symbolic meanings that perhaps fitted and worked for one organization and not another, all the more with the aid of narrative network analysis, where knowledge resides and how knowledge can be transferred and what the barriers may be (Szulanski, 2003) can also be deduced from this network analysis. Network narrative analysis will assist organizations to realize whether there are vertical, peer-to-peer, customer and research (Szulanski, 2003) knowledge transfer and how that can be managed and whether there are spatial replication; recreation of similar function to another geographical site (Szulanski, 2003). (Tsoukas, 2005) supports this argument saying that organizations are intrinsically related to narrative knowledge; namely knowledge organized in the form of anecdotes, incidents retold, stories and examples. It is this intrinsic dimension that the study hopes to reveal through the network analytical approach where the ability to identify different levels of knowledge such as; interpretative understanding (Casti, 1989, Reeves and Clarke, 1990), social (Berger and T, 1966), habituation (Berger and T, 1966), institutionalized knowledge (Poole and Van de Ven, 1989), rules with examples and organizational sense making (Wittgenstein, 1958).
2 DISCUSSION

2.1 KNOWLEDGE AND AGEING POPULATION

All developed countries including Australia are facing a pronounced rapid growth of ageing population and rapid decline of younger persons and new-borns over the next forty years. By 2050 nearly one quarter of the estimated population of 33 million in Australia will be aged 65 years and above. Amongst social, economic and fiscal impacts, the greatest challenge facing the ageing world population will be how can organisations retain their critical knowledge for competitive advantage and sustainability. In order to compete in this forefront of success, organisations need to understand, what kind of central knowledge that has made them successful in the past and that will continue to spell success for the future. Building a knowledge system has gained credence in organisations for the last 20 years as this can be evidenced by the collaboration, partnership and networked knowledge-sharing that organisations have embraced. However, with this new seismic social-economic shift occurring, the new knowledge era has a larger challenge: the challenge of organisations to realise the crucial role of employees in their interaction, skills, knowledge and engagement that has denoted organisational success. Organizations that have been performing for 20 years tend to have “a deep, visceral commitment” Hamel & Prahalad (1994) of perseverance, thus will this perseverance be lost when the ageing expert workforce leave with their knowledge; the critical knowledge contributed to the perseverance of the organization’s success. To understand what are the different ‘knows’ in the organisation that has brought about organisations to be wise in their business outputs and outcomes. It is from this notion that this paper presents knowledge in organisations at the next level – knowledge of wisdom and organizational cultural specific knowledge contribution of employees. After all, it is the agency of humans who bring their individual subjectivity and passion towards wisdom knowledge, drawn in context to the organizational culture, that contributes towards organisational success.

The field of management, as (Strawson, 2004) and (Charon, 2004) and (Denning, 2005) claim, is probably the last discipline to recognize the significance of narrative after being long dominant in the regions of psychology, anthropology, philosophy, religious studies, politics, literature and sociology. Theorists and corporate leaders see narrative as a “counter-cultural thrust” (Brown et al., 2005) as the approach is seen to challenge the corporate dominant organizational culture. The narrative approach will not only challenge this argument but it will also contribute to empirical evidence in the field of management by contextualizing and making narrative as a worthwhile endeavor for organizations to pursue. More importantly, application of this methodology will strongly contribute to the thesis finding of potential knowledge loss in organizations when ageing employees leave. This loss of knowledge becomes critical when there are significant numbers of employees leaving the workforce. According to the Productivity Commission Research Report (Commission, 2005), it is presumed that population ageing in Australia will significantly reduce labour supply growth, taking the assumption of the average labour productivity performance for the last 30 years that was about 2.5 percent per capita GDP growth to an estimated slump of 1.25 percent per year by mid 2020s. This is due to the rapidly increasing ageing population in Australia where today there are 2.3 million people over 65 years of age when in 1976 we only had 1.3 million people aged over 65 years old. Figure 1 shows the population growth rate between 1998 and 2020 in Australia. The ageing population has significant impact in Australia’s workforce and Figure 2 illustrates the workforce participation entering. This projection shows the number of people turning 15 and 65 each year for the next fifty years and clearly shows that there will not be sufficient school leavers to replace the retiring 65 year olds. In terms of the workforce the facts are that as illustrated in Figure 3 which again would contribute to knowledge loss presently there are around 170,000 new entrants to the labour force each yearfor the entire decade of 2020-2030, there will be a mere 125,000 new entrants. (Access Economics, 2001)
The Economic Access Report (2001) views population ageing as a phenomenon and not a crisis. With the ageing population, it can be quite fully appreciated and assumed that there will be knowledge lost, if the ageing workforce do not extend their retirement age or return to the workforce either through voluntary or other forms as suggested by the organization. The question here is how significant or insignificant. The more pertinent question is that in analysing an organization for its performance, it is not just about current and elite leaders of today nor just function as process management, it is about tracing the culture through individuals in the workplace, because it is the 'survival of this popular culture’ (Boje, 2001) that enables organizations to maintain its values and performance.

2.2 STORIES – MEANINGS, VALUES AND ORGANIZATIONAL CULTURE

We do not see things as they are, we see them as we are.
- Talmudic saying

It is this hunger for understanding the values within the individuals that make them perform and build a culture of success in the organization that the research endeavours to capture.

"Stories are exemplars of the messy process of human sensemaking."
- (Derrida, 1991)

People tell stories all the time in organizations, the storyteller and the audience interact to form a meaningful togetherness. The meaning that they create together is underlined by the organizational culture. An organization’s culture as (Frost et al., 1985) describes is the presence of “shared assumptions, priorities, meanings and values – with patterns of beliefs among people in the organizations”. Value of a culture in an organization is therefore the ability to form a frame, a shared point-of-view which is maintained in relevancy and creates knowledge of the particular aspect of the organizational world. In organizations stories according to (Boje, 2001) takes the form of antenarratives where people tell their stories quite often based on the frame of their experiences. Antenarrative (Boje, 2001) stories are often fragmented, incoherent and unplotted, and even circumstantial when stories are not told properly. These stories when told are without the proper plot sequence and mediated coherence that is preferred in narrative theory (Boje, 2001). Antenarrating is about “flow of lived experience” and narrative is post, a retrospective explanation of storytelling’s speculative appreciations (Boje, 2001). Stories in organizations are valuable because when people tell stories, even though they are in antenarrative form, they are often telling stories of other people on a forum of trust, reliability and knowledge (Brown et al., 2005). These stories in organizations also serve as a signal where an individual creates meaning and interpretation (Brown, 2005). Interesting past stories have a powerful way of not just bounding people together but what economist call create a “path-dependency” (Brown et al., 2005). This argument is further supported by authors (Bruner, 1990) and (Egan, 1995, Egan, 1997) who say that storytelling is a linguistic activity that is educative because it allows individuals to share their personal understanding with others, thereby creating negotiated transactions, where humans translate their private experience of understanding into a public culturally negotiated forum. For the purpose of the research investigation, the narrative analyses will not just be ‘in-place metering’ (Boje, 2001) to understand the content and develop a taxonomy on the different types of stories and “knows” within the organization but it will be through these organizational stories that constructs of culture, tacit knowledge and other types of knowledge get noted as they get transferred. (Derrida, 1991) strongly asserts that each story is part of another and yet can be identified by itself which makes it unique and homonym. The power of these symmetrical relationships between the storyteller and the audience is that the connection is about truth and the value that is passed on these stories that become dialogues (Denning, 2005).
"What is a narrative? It's about building a powerful idea through the particulars. Every story has particulars. The way you construct a narrative is by joining these particulars – contextually situated, together into a moral, or the point of the story."

- (Brown et al., 2005)

An individual’s knowledge taking Polanyi’s maxim is that “we know more than we can tell” (Polanyi, 1958). Therefore an individual’s knowledge from the standpoint of the organization can be brought into context that cognitive theories are elaborated into context of an organization’s thinking system (Sims and Gioia, 1986) and interpretation system (Daft and Weick, 1984) that has been shaped by culture (Frost et al., 1985). Therefore, the knowledge of an individual is not purely the translation of his or her tacit knowledge that is made explicit. It is far more complex than that when an individual’s knowledge; tacit, explicit, implicit, wisdom is linked to the organization’s capacity to remain competitive performance and continue to generate knowledge (Patriotta, 2004) for innovativeness. Individuals in an organization work in a ‘matter-of-factness’ position – where they make decisions based on the organization’s culture, utilizing their skills and knowledge as a prima-facie of “facticity of knowledge” (Lanzara and Patriotta, 2001) and this sense-making by the individual, allows him or her to exercise his tacit knowledge, and wisdom knowledge to determine the “matter-of-factness” position to carry out the tasks within the organization culture to sustain performance. As an individual’s experience within the organization and within the role grows, it is identified that the cognitive performance is heightened (Salthouse, 1999). It is this “matter-of-factness” (Lanzara and Patriotta, 2001) behaviour and actions that an individual utilizes his or her knowledge to perform to sustain the organization culture. Furthermore it is only through narratives that one can capture the chronology of events (Elliot, 2005) and understand the entirety of the story and yet be able to categorically analyse (Elliot, 2005) them (the different “knows” that an individual contributes can be captured). (Elliot, 2005) argues that the appreciation of the temporal nature of an individual’s experience allows audiences to create a uni-linear direction from past to present to future and include even an explicit causal link. The significance of applying this methodology is that narratives become meaningful (Ferber, 2000) where depiction of individuals who reflect on their experiences and select the salient aspects and make-sense (Elliot, 2005) out of that experience to narrate. Therefore the individual through narrating would reflect and make a distinction of how they used their different “knows” to conduct their actions and behaviours towards the organizational goals.

2.3 STORIES - UNFOLDING THE WEB

(Weick, 1995) argues that “most organizational realities are based on narratives” therefore understanding the different types of knowledge an individual exercises to perform in an organization can be studied through story network analysis with a valid approach to include a microstoria analysis (Boje, 2001). (Cooper and Kaplan, 1988) in their research story made a parable on an activity that “right way” helps one make the “right decision”. Narrative analysis can be applied in identifying the knowledge loss as it would uncover the embedded complex knowledge or wisdom knowledge that an individual exercises utilizing his or her knowledge through an activity or behaviour that is deemed as the “right way” under the social and cultural norms of the performing organization and make the “right decision” to sustain organizational performance. (Czarniawska, 1997) (Czarniawska, 2004) taking a constructionist viewpoint argues using (Starbuck, 1983) position that an organization over time keeps learning more about dealing externally and internally of communication and coordination and that this is a normal learning process that attempts to perpetuate the fruits of this learning by formalizing the processes. These then become the culture that shapes the organization and its performance of activities.

Once again, narrative network analysis will allow the complex social architecture of individuals revealed (Boje, 2001). Such an inquiry is important, as it is through the
connections of people who tell their stories, the different meanings can be coded and analysed and the chronology of significant and insignificant events can be reviewed. An important process of adopting a narrative network analysis allows the researcher to interconnect the stories and understand the different textual knowledge involved and the changes spun according to the audience and the aspects the storyteller chooses to emphasise (Boje, 2001). Verifying this through varying levels of knowledge specification details using (Burke, 1969) Pentad (see Table 1) of analysing narrative in the 5 categories of "actor", "act", "scene", "agency" and "purpose" (Pentland, 1999) will allow this research to develop a pattern of understanding of tacit knowledge, the matter-of-factness meaning and value knowledge, explicit knowledge and wisdom knowledge. Further to identifying the knowledge specific of individuals the narrative network analysis will allow the interactions between individuals to be traced and that itself will reveal patterns of relationship between among the organization, groups and individuals (Boje, 2001) and build another level of organizational knowledge and networks to understand the paradigm of knowledge loss. Below is a typified network analysis illustrated in Figure 4. For the purpose of the research investigation, the narratives will not just be 'in-place metering’ (Boje, 2001) to understand the content and develop a taxonomy on the different types of stories and "knows" within the organization but it will be through these organizational stories that constructs of organizational performance culture, and different types of knowledge. Derrida (1991) strongly asserts that each story is part of another and yet can be identified by itself, which makes it unique, and homonym. Such an inquiry is important, as it is through the connections of people who tell their stories, the different meanings can be coded and analysed and the chronology of significant and insignificant events can be reviewed.

By way of the network analysis, another level of story identification can occur in organizations and that is through microstoria analysis (Boje, 2001). Where names of individuals enmeshed in works of social relationships will give the researcher access to ideas, images of past and linking them to other individuals who are non-elites and who have contributed in their own way to the value and culture of the organization. The collection of microstorias is ideal contribution towards the thesis as (Boje, 2001) the “ontological approach of microstoria is one in which there is knowledge that is specific to time and place, that can be red in the material remains of stories recorded in various archives and diaries”. If an organization in the knowledge era is to manage knowledge then the capturing and codifying this is absolutely relevant when future employees can tap and enter the webs of storied relationships and meanings created then and understand and sustain that performance culture and use that knowledge to be adaptive to the current times.

It is the aim of the research that using narrative network inquiry and microstorias approach will draw findings of the tacit dimensions of an individual. The narratives, which will be related on a personal level may draw distinctive story that represents the “inner reality to the outside world” (Lieblich et al., 1998). The tacit dimensions to be drawn through focus groups and interviews expect to capture the stories that epitomize the following:

- structure of high performing organisations
- dimensions of culture (culture or climate)
- tacit domains
- communities of practice
- wisdom knowledge for competitive knowledge

2.4 NARRATIVE APPROACH – DATA TRIANGULATION

"Narrative might well be considered a solution to a problem of general human concern, namely, the problem of how to translate knowing into telling."

- (Elliot, 2005)
Wider literature suggests that there are particular epistemological and ontological reasons for using storytelling as the preferred medium, especially in areas of organizational imagination and intuition. Weick (1995) argues that “most organizational realities are based on narratives” therefore understanding the different types of knowledge an individual exercises to perform in an organization can be studied through story network analysis with a valid approach to include a microstoria analysis (Boje, 2001). Narrative analysis can be applied in identifying the knowledge loss as it would uncover the embedded complex knowledge or wisdom knowledge that an individual exercises utilizing his or her knowledge through an activity or behaviour that is deemed as the “right way” under the social and cultural norms of the performing organization and make the “right decision” to sustain organizational performance. (Cooper and Kaplan, 1988) in their research story made a parable on an activity that “right way” helps one make the “right decision”. Czarniawska (1997) taking a constructionist viewpoint argues using (Starbuck, 1983) position that an organization over time keeps learning more about dealing externally and internally of communication and coordination and that this is a normal learning process that attempts to perpetuate the fruits of this learning by formalizing the processes. These then become the culture that shapes the organization and its performance of activities. Thus gathering the stories will demonstrate the learning of the organization and how and why it had shaped itself and what have been the strengths in the steering directions of the organization and how that should be preserved.

To further ensure whether under all these complexity of understanding human knowledge contribution towards the organization is comprehensive, accurate and logically interpreted and structured to demonstrate high esteem findings. The researcher recognizes the need for data triangulation, so that the research presents a substantial body of incontestable description (Stake, 1995). Using Denzin’s (1989) framework of triangulation, the analysis ensures that each telling gathered from the data through the perspectives will validate an objective to the central theme. Diagram 1 illustrates how data triangulation will deliberate. The triangulation design for this research is the use of multiple methods – grounded theory, thematic analysis and hermeneutic approach where through the illuminated rich data the same variable is examined. Grounded theory is a vigorous research method for collecting data by coding and analysing the qualitatively gathered data (Glaser and Strauss, 1967) and it is considered by social inquirers as “the most influential paradigm for qualitative research in the social sciences today” (Patton, 2002) as it embraces theoretical perspectives by a number of methodologies such as phenomenology, hermeneutics and constructivism. Using hermeneutics the telling is the understanding, which is the interpretation (Gadamer, 1970). Thematic analysis focuses on identifiable themes and patterns of living and/or behaviour. Themes are defined as units derived from patterns such as "conversation topics, vocabulary, recurring activities, meanings, feelings, or folk sayings and proverbs" (Taylor & Bogdan, 1989), where these themes are identified by "bringing together components or fragments of ideas or experiences, which often are meaningless when viewed alone" (Leininger, 1985). Application of the methodologies not only aims to build a meticulous approach but it also provides the researcher opportunities for increasing the density of recurring categories and thus follow-up any unexpected findings (Becker, 1993, Strauss and M, 1998). By incorporating narrative inquiry and using (Burke, 1969) the Pentad Analysis, this will enable the researcher to deal with bias and preconceptions and provide an even more robust finding of the theories that emerge. Application of the methodologies not only aims to build a meticulous approach but it also provides the researcher opportunities for increasing the density of recurring categories and thus follow-up any unexpected findings ((Becker, 1993, Strauss and M, 1998). Table 1 exemplifies how the data will be collected and coded into the various textual knowledge present in an individual when the story gets told. The objective of using these three different approaches for data triangulation in this research is to demonstrate the intention for indepth understanding of the phenomenon of type of knowledge lost and importantly it adds rigor, breadth and depth (Flick, 2002) to the qualitative investigation in focus.
3 CONCLUSION

The case studies will draw the patterns and issues of their own organizations, which will draw the critical uniqueness of the critical knowledge of the organization. The cases will have room where the reader can still recognize the contents, puzzle the meanings by reviewing the stories and making further interpretation or reflection to fit the context in time and space.

(Bickman and Rog, 1998) argue that narrative methods can be considered as “real-world measures” that are appropriate investigative tools for “real-life problems”. In contemplating the messy complexity of individual’s knowledge and organizational culture, it is important to maintain the frame method-logicalness (Clandinin and Connelly, 2000). (Elliot, 2005) argues that to obtain a high degree of reflexivity, the researcher should fully document all the steps of the interpretative process so that the analytical approach is transparent and available to others’ scrutiny. (Lieblich et al., 1998) argues that analysing the narratives and generating theories by (Glaser and Strauss, 1967) concept of grounded theory further enriches the findings and theoretical statements and builds on empirical research. Maxwell (1996) states that validity, in qualitative research, is both an issue of design and an issue of credibility as it addresses the question of why findings should be believed. Validity issues addressing epistemological grounding are deliberately structured into the research design and plan using Creswell’s (1998) articulated method of using communication between people and understanding the language used which is an “arts-based approach”; including continuing discussion on investigating the research questions of the thesis; ensuring that data collected is verified based on “disconfirming” and divergent issues and because the qualitative research employs a multiple way of collecting data such as interviews, diaries, observations, focus groups and “memoing” (Miles and Huberman, 1994), this would again embrace Creswell’s (1998) way of checking out the researcher beliefs, assumptions, and biases. Creswell’s approach compliments (Miles and Huberman, 1994) qualitative data analysis where the concurrent interaction between data reduction and analysing against repeated and iterative displays of data which also fits into (Glaser and Strauss, 1967) and then coding and categorizing which takes the researcher into the level of abstraction that will also summation and integration of data at more concrete levels (Punch, 2005). The aim of including narratives as in the research is also to try address the criticisms that case studies face as lacking on validity and reliability (Cronbach, 1975). These narratives collected will add richness to the case studies and keep holistic views. Through the process of data triangulation the research will ensure that the data collected is not totally fragment and decontextualize. Because segmenting and coding is an important and an indispensable part of the research process, but it is not the whole story.” (Punch, 2005).

As narrative inquiry is an investigative tool for developmental processes at the interpersonal and personal level, it is the hope of exploration that the network diagram analysis and microstorias (Boje, 2001) will capture where knowledge resides and what value knowledge resides and visually portray this. This rich and high level of abstructive deduction of data may enable the researcher to build concrete ground of what is valuable knowledge that may be lost. As (Czarniawska, 1997) argues, “Whether we claim to speak of a reality or a fantasy, the value of our utterances cannot be established by comparing it to its object, but only by comparing it to other utterances, as Goffman noted when he systematically compared various forms of talk 1981”(Goffman, 1986). Organizational knowledge is not just a mental process, these anntenarrative exposures and microstorias will epitomize that it is a form of social expertise, in which the learning process is strong within the individual and his or her practice of performance that contributes value to the organization which ultimately translates to the organizational culture.
4 REFERENCES


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5 APPENDICES

Figure 1: Australia’s Projected Population Growth Rate 1998-2020

(Source: ABS (1998) Population Projections 1997-2051, Cat No. 3222.0)

Figure 2: Australia’s Generation Gap

Figure 3: Australia’s Working Age Population Growth – The Future Challenge


Figure 4: Network Analysis – Example of Network Clusters and Tacit Domains
Diagram 1 - Data Triangulation

Stories
(Collected from Ageing Experts in Organization and Management)

Grounded Theory
(Inductive logic to build substantive theory)

Data Triangulation (Denzin, 1978)

Hermeneutic
(To make sense and interpret in cultural context)

Thematic
(Observes patterns and themes that arise from the Hermeneutic Approach)

Case Studies
(Assembling and writing in readable, descriptive and in-depth form including threads of narratives)

Table 1: Adaptation of Burke’s 1969 Analytical Pentad & Category of Textual Knowledge in Organisations

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