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KNOWLEDGE MANAGEMENT IN THE BUSINESS OF KNOWLEDGE: KNOWLEDGE REUSE AT WYSER

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Resumo

Num mundo de negócios onde o conhecimento representa uma vantagem competitiva chave, as organizações atentam cada vez mais à importância da sua gestão. Mais do que reunir informação e conhecimento, para que estes sejam úteis, existe a necessidade de criação de um sistema holístico que permita que o ciclo de gestão do conhecimento favoreça a sua reutilização. Este estudo fornece uma perspetiva exploratória sobre como uma *knowledge-intensive company* gere o seu conhecimento, oferecendo sugestões detalhadas sobre como melhorar a sua reutilização por meio de uma perspetiva holística. Para o efeito, após a definição de uma metodologia interpretativista com recurso a um estudo de caso, foram utilizados métodos de recolha de dados quantitativos (questionários) e qualitativos (entrevistas individuais semiestruturadas, observações e pesquisa documental) numa perspetiva de confirmação e complementaridade. Com base nos conceitos encontrados por meio de uma revisão de literatura, e resumidos através de um quadro conceptual de referência, foi escolhida a metodologia a fim de realizar um diagnóstico que apoiasse a implementação sugerida, bem como as conclusões adjacentes. Visando a operacionalização de diversos conceitos teóricos e melhores práticas, esta pesquisa mostra um guia prático para que empresas semelhantes pensem e pratiquem a gestão de conhecimento seguindo uma perspetiva mais holística que favoreça a sua reutilização. Este estudo representa também uma aplicação de práticas orientadas para a gestão de recursos humanos, em detrimento do foco em sistemas de tecnologia da informação.

Palavras-chave: Gestão de Recursos Humanos, Gestão de Conhecimento, Reutilização de Conhecimento, Recrutamento e Seleção

Classificação JEL: D830 Search; Learning; Information and Knowledge; Communication; Belief; Unawareness; J240 Human Capital; Skills; Occupational Choice; Labor Productivity

Abstract

In a business world where knowledge is a key competitive advantage, organizations have turned their attention to the importance of its management. More than gathering information and knowledge, for them to be useful, there is a need for a holistic system that enables the cycle of knowledge management to favor knowledge reuse. This paper provides an exploratory view on how a knowledge-intensive company manages its knowledge, offering detailed suggestions on how to improve its reusability through a holistic perspective. For this purpose, after the definition of an interpretative methodology using a case study, quantitative (questionnaires) and qualitative (semi-structured individual interviews, observations and documental research) data collection methods were used aiming at both confirmation and complementarity. Based on the concepts found through a literature review, and summarized in a conceptual framework of reference, a methodology was selected in order to accomplish a diagnostic that supported the suggested implementation and adjacent conclusions. Aiming at an operationalization of several theoretical concepts and best practices, this research shows a practical guide for similar companies to think and practice knowledge management following a more holistic perspective and favoring its reuse. It also represents an application of human resources-oriented practices on knowledge management, more than focusing on the information technology systems.

Keywords: Human Resources Management, Knowledge Management, Knowledge Reuse, Recruitment and Selection

JEL Classification System: D830 Search; Learning; Information and Knowledge; Communication; Belief; Unawareness; J240 Human Capital; Skills; Occupational Choice; Labor Productivity

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I. Introduction

Despite the scientific study of knowledge being traced back only to the 1950s, reflecting about it is an activity as old as philosophy (Grover and Davenport, 2001). Along with the industrialization in the 17th century (Dalkir, 2011) there have been several other critical moments in the world's history, such as the birth of the internet in 1969, that contributed to the expansion of the free trade and, consequently, a more globalized world (Johannessen, 2017). This globalized context that we live today is commonly referred as being the environment in which the knowledge management's relevance was born to (Dalkir, 2011; Johannessen, 2017; Omotayo, 2015). The quicker transfer of information across the world (Omotayo, 2015) and the development of new technologies (Powell and Snellman, 2004) enabled capture, creation, sharing and usage of information to be increasingly fast and abundant but brought also new challenges for organizations regarding its management and exploitation (Dalkir, 2011).

Given that this phenomenon is shifting the attention from production to knowledge, we can say that the competition between organizations is less about who can do it but more about who can do it better and learn faster (Dalkir, 2011). In other words, organizations are shifting from exploitation of employees' physical capability and other tangible resources, to the improvement of work quality, seizing people's potential and breeding of new ideas (Drucker, 1999; Roos and Von Krogh, 1996). At a macro level, the focus in a production-based economy fixated on the manual work, as studied by Frederick Taylor (1919 cited by Drucker, 1999), is changing to a knowledge-based economy, fixated on knowledge work, first mentioned by Peter Drucker (Anand, Gardner and Morris, 2007; Drucker, 1999; Powell and Snellman, 2004; Schütt, 2003; Teng and Song, 2011).

To have the competitive capacity of the organization depend on its ability to learn is to have a dependency on its capability to acquire or generate, and manage knowledge (Omotayo, 2015). Therefore, before developing a mechanism to do so, knowledge is trapped in its primary source, that is, the human resources of the organization (Nonaka and Peltokorpi, 2006). This puts the organization in a vulnerable position in which, facing the turnover of its employees, it can not only lose knowledge and learning capacity but also see it being seized by its competitors (Lesser and Prusak 2001, cited by Dalkir, 2011). At this point, we have reached a paradox - the more information is produced, the less information is available. This means that we are drowning in information that keeps being produced at a rapid pace, and we know that information is crucial to the organization, but we are having trouble deciding what to use and how to do so (Dalkir,

2011; Königer and Janowitz, 1995). By worrying about this phenomenon, knowledge management has become increasingly studied by both academics and companies as problems, such as knowledge loss to competitors, are being detected and the need for solutions is becoming more critical for the competitiveness or even survival of companies (Nonaka and Peltokorpi, 2006).

Although the concern started in knowledge-intense companies, given that those companies' product is selling knowledge on specific subjects, now the need is widely spread to other companies (Grover and Davenport, 2001; Johannessen, 2017; Omotayo, 2015). This increases the challenge to knowledge-intensive firms such as consulting companies. If their business is knowledge and their clients are turning into learning organizations, the need for a more efficient way to create and manage knowledge is crucial to their survival (Dalkir, 2011).

Having only 4 years of existence, the consultants at Wyser, a consultancy organization focused on recruitment and selection services for middle and top management profiles are now facing this challenge. The need for a more efficient way of managing their knowledge as a mean to facilitate their performance, in a context of high turnover and rapid paced activity, is present in their day-to-day work life. This need begs the question: How can consultants at Wyser reuse knowledge? This study aims to describe and understand the phenomena of knowledge management at a knowledge-intensive company in order to design an intervention to overcome the obstacles detected regarding the reuse of not only the information collected during their performance, but also the consultants' knowledge concerning their activity.

Starting with an analysis of the context and needs of the organization regarding knowledge management, the project will try to identify the consultants' perception of the difficulties in reusing the information previously collected and knowledge acquired. Then, as suggested by Grover and Davenport (2001), the procedures used will be analyzed to create a mechanism able to facilitate the management of this information and knowledge in a more efficient way. It is expected that the implementation of these initiatives will work as a tool to guide the reuse of information in the organization. Knowing that the services delivered by the organization are recruitment and selection consultancy activities, this intervention will focus on the most frequently performed service – search and selection – and the adjacent process to manage the information gathered.

The structure of this study comprehends a review of the literature in order to better understand the more adequate approach to the subject, ending with a conceptual framework. This review

is followed by the methodology chapter in which it is explained the method of the data collection and analysis that better serves the research purpose. Then it is presented the results of the application of this methodology and the subsequent diagnosis, culminating at the intervention proposal. At the end there are some considerations about the relevance and limitations of the study.

This study contributes to the literature as a practical example of the application of a knowledge management system, which, as stated by Grover and Davenport (2001), has been a subject often approached in theoretical terms, but it needs more application and study in practical cases. The model used will be replicable to organizations with similar characteristics and we suggest that future research validates and confirms the results obtained in this project.

II. Literature Review

The topics of knowledge and knowledge management have been studied by academics from several fields of study (Nonaka and Peltokorpi, 2006). For example, from a philosophic perspective, knowledge can be defined as "the perception of the connection and agreement, or disagreement and incompatibility, of any of our ideas" (Locke, 2017: 196), whereas from a cognitivist perspective, it can be defined as "representations of the world that consist of objects and events" (Grover and Davenport, 2001: 11). From these theorists' different backgrounds originated a conceptual plurality, that is the emergence of different definitions and perspectives on the subject (Nonaka and Peltokorpi, 2006). These different approaches lead to a lack of agreement among theorists that, by rarely establishing the assumptions in which they are working on (Heisig, 2009), contributed to some level of confusion when approaching the referred topics (Roos and Von Krogh, 1996; Nonaka and Peltokorpi, 2006). For example, a cognitivist academic might see knowledge as a sharable reality, easy to record and share to others as information, but an organizational academic can see it as a highly personal element, difficult to share and liked with innovation (Grover and Davenport, 2001). From these different perspectives, one might suggest de usage of informational technology tools and the other the usage of social activities (Grover and Davenport, 2001). To ensure coherence and understanding when dealing with these topics, a critical step to follow is to establish which perspective are we using (Roos and Von Krogh, 1996; Saunders, Lewis and Thornhill, 2009). For this study to be coherent in its recommendations, the approach definition to the methodology, by which data was gathered and analyzed, will be the same as the approach used to manage knowledge in the implementation proposal.

2.1. Philosophy of Knowledge

To establish the common ground in which we will organize the study and subsequent instruments that will be used in both the research and the intervention, the underlining principles of the knowledge philosophy need to be defined (Saunders, et al., 2009).

The definition of the basic assumptions to our research starts with the ontological (see Annex 11) and epistemological (see Annex 11) perspectives. In short, ontology represents the study of what reality is and epistemology the study of what is knowledge (Bryman, 2012; Saunders, et al., 2009).

When reflecting about reality's origin and whether it is independent from one's perceptions or originated by it (Bryman, 2012), ontology is divided into two major perspectives. The first is objectivism and it is based on the idea that there is an external reality to all of us and it is

independent of our existence (Saunders, et al., 2009). It goes beyond our influence, happening independently from our observation (Bryman, 2012). The second is subjectivism and it is based on the idea that reality is created by giving meaning to the perceptions and actions of the actors (Saunders, et al., 2009), and these meanings are continuously revised and mutated through their interaction (Bryman, 2012). These two perspectives diverge on the idea that to objectivism, social phenomena are independent from human comprehension, and to subjectivism, social phenomena are dependent from human comprehension (Bryman, 2012).

When defining what should be accepted as knowledge in a certain field of study (Bryman, 2012), epistemology is also divided into two major perspectives. In positivism, knowledge is considered an observable social reality and what we know to be true about it, is studied through highly structured methodology, equal to natural sciences' method (Bryman, 2012), in order to produce a law-like generalization (Saunders, et al., 2009). In interpretivism, what we know to be true about knowledge is considered to come from an analysis of the subjective dimension of the social interactions between actors (Bryman, 2012), that is, the interaction between the different roles they play in society (Saunders, et al., 2009). These two perspectives diverge on the idea that, to positivism what we know to be true is merely observable facts, and to interpretivism knowledge comes from the interpretation of dynamic interactions (Bryman, 2012).

2.2. Knowledge and Knowledge Management

Using different philosophical foundations to improve and guide knowledge management, several authors have come to the point in which the plurality of theoretical and practical frameworks is a reality (Dalkir, 2011; Nonaka, 1994). This means that depending on how the scholars or practitioners decide to define their perspective on what is knowledge and how we come to know things, the definitions of knowledge, knowledge management and subsequent processes, being them theoretical or practical, and the suitability of the tools and techniques change accordingly (Earl, 2001). The divergence on perspectives generates some confusion to newcomers but facilitates the fitting of the knowledge management system to different contexts (Earl, 2001). Nonetheless, with an opportunity to better adjust the knowledge management system to the organizational contingencies comes the greater importance of a good definition of what system we are using and what context we are applying it to (Earl, 2001).

2.2.1. Schools of Knowledge Management

Knowledge management is viewed through several perspectives and defined by several scholars and practitioners from different fields of study (Dalkir, 2011; Earl, 2001). Depending on the

authors, knowledge management can either be designed from a strategic standpoint and follow different theoretical models (Earl, 2001), have one of many frameworks that articulate some activities into a process planned to take advantage of the success factors (Dalkir, 2011), or it can also be something less complex with special emphasis on facilitators to the creation and share of knowledge (Markus, 2001). Grey (1996, cited by Dalkir, 2011) defines knowledge management as being a collaborative and integrated approach to several activities regarding intellectual assets of an enterprise. Groff and Jones, (2003 cited by Dalkir, 2011) highlight the role of the tools, techniques and strategy and use the term business expertise. Stankosky (2008 cited by Dalkir, 2011), complements the other two perspectives by stressing the role of knowledge management in the enhancement of organizational performance by leveraging intellectual assets. Earl, (2001) goes even further by referring that the strategic approach to knowledge management can define it as a competitive advantage to organizations. In order to have a more complete view of what knowledge management is, by bringing together these definitions, it can be defined as a collaborative approach to seize intellectual assets using strategies, techniques, and tools in order to enhance organizational performance by competing on a capability that could be quite difficult for others to imitate.

Earl (2001) attempted to organize these diverse perspectives on knowledge management in a frame of reference to better guide practitioners and scholars who attempt on an intervention regarding this topic. Several different schools of knowledge management emerged from this study. When analyzing the organizations' perspectives and practices on knowledge management, the author noticed that these schools are not mutually exclusive, on the contrary, they appeared to complement themselves and coexist in the organization.

According to Earl (2001), it is possible that there are more categories yet to be discovered but the frame of reference he developed comprises seven schools organized into three major categories (see Annex 1 and 2):

- **Technocratic**: The schools aggregated to this first major group are schools highly based on information or management technologies. These factors can support and, at some level, condition employees in their daily tasks.
    - **Systems**: Centered in the usage of databases and other documents, this school of knowledge uses frameworks that work around the repositories of domain-specific knowledge shared by qualified employees.
    - **Cartographic**: Focused on mapping the organization's knowledge, the cartographic school comprises the commonly called yellow pages, i.e. the knowledge directories that

serve as a guide for searching who in the organization has the tacit knowledge that is being needed by the employee.

  - **Engineering**: Also called process school, it follows two major ideas, one being the performance enhancement through task specification and the other being the assumption that the knowledge intensity is higher in management than business processes. This creates the need for a system that can create learning opportunities by having the domain-specific information and knowledge about the processes available to all employees in the organization's database. Promoting moments to share and reuse that knowledge are critical to its success.

- **Economic**: The second major category integrates only one school. Here knowledge is seen as a resource that can be exploited aiming a revenue stream.
  - **Commercial**: From all the seven schools, this is the one that prioritizes the most the knowledge exploitation, that is the pursue of knew knowledge, instead of knowledge exploration, that is refine and/or better pre-existing knowledge, in order to maximize the revenue. A team of highly specialized employees is key as well as efficient mechanisms and techniques to continuously manage knowledge as an asset.
- **Behavioral**: The last three schools are integrated into a more behavioral perspective in which the knowledge creation and other activities are expected to be pursue more proactively.
  - **Organizational**: Also called knowledge communities, this school consists of structures or networks aiming to share knowledge. The employees that integrate this network or structure share interests, problems and experiences. The knowledge share activities in these systems are characterized by their interdependence that gives it a personal quality and a lack of structural routines. For these interactions to happen, human and technical intermediates are crucial. Therefore, a human moderator, as well as a combination of intranets are success factors.
  - **Spatial**: The spatial school relates knowledge share with physical space. This school comprises initiatives like assigning purpose to meeting places such as calling a knowledge café to an open-style coffee bar or knowledge building to an open-space. Also called social school, its social dimension of the knowledge share is highlighted compared to the knowledge conversion or recording into IT systems. From an organizational environment in which the spaces of the organization work as a marketplace to scheduling events like workshops and seminars, this school is highly

focused on promoting moments of social interaction between employees. Consequently, the encouragement for these behaviors is a key factor.

- **Strategic**: Elevating knowledge management to the core of the organization's strategy is the principal characteristic of this school. Integrating knowledge management into the core of the organization's strategy is possible by raising consciousness about the competitive value of knowledge. This can be accomplished at an operational level by defining techniques and processes aligned with the core systems and values of the organization. With this alignment, we have a plurality of systems, tools, and repositories.

This frame is expected to locate and better understand the initiatives applied in the past by several companies as well as to better adequate them to organizational contingencies like the business process (Earl, 2001).

2.2.2. Knowledge

Adding up to the already mentioned philosophical perspective, the definition of knowledge has seen several perspectives from knowledge management scholars to economists, computer scientists and more (Dalkir, 2011; Heisig, 2009; Nonaka and Peltokorpi, 2006). It is important to highlight that some authors use the term information and knowledge interchangeably (Huber, 1991; Nonaka, 1994) but other distinguish knowledge from data and information (Nonaka, 1994; Nonaka and Peltokorpi, 2006). For example, in the perspective of Kogut and Zander (1992) knowledge can be defined either as information, which corresponds to what something means, that is, know-what (Becerra-Fernandez and Sabherwal, 2001), or as know-how, knowing how something is done. To Dretske (1983, cited by Nonaka 1994: 15) "information is that commodity capable of yielding knowledge, and what information a signal carries is what we can learn from it" while "knowledge is identified with information-produced (or sustained) belief, but the information a person receives is relative to what he or she already knows about the possibilities at the source". Adding up to these two definitions, Nonaka and Peltokorpi (2006: 75) define data as being "raw numbers, images, words, and sounds derived from observation or measurement". Using this perspective, we can see data as being facts that when articulated with a context, produce information that consists in the means to share/communicate knowledge (Nonaka, 1994; Nonaka and Peltokorpi, 2006). Knowledge in the other hand can be defined as the actual belief that something is true, together with the justification (Nonaka, 1994; Nonaka and Peltokorpi, 2006).

From a traditional perspective, Nonaka (1994) defines knowledge in a broader way that can aggregate all the definitions above-mentioned. In this perspective, knowledge goes from a justified true belief that can take the form of perspectives, intentions, interpretations, and/or a bodily acquired skill that can take the form of actions (Nonaka and Peltokorpi, 2006; Nonaka, Reinmoeller and Senoo, 1998). This knowledge can take several forms as stated and have several degrees of complexity and structure (Becerra-Fernandez and Sabherwal, 2001).

From a plurality of perspectives on how to define knowledge, emerges also a plurality of typologies (Becerra-Fernandez and Sabherwal, 2001; Nonaka and Peltokorpi, 2006), being the most common the usage of the dichotomy explicit - tacit knowledge (Heisig, 2009). Some classification schemes have only two categories for knowledge, as it is the case for the tacit vs explicit dimensions (Heisig, 2009). It is also possible to find classifications with more categories, namely the tacit, embodied, encoded, embrained, embedded, event and procedural typology (Venzin, von Krogh and Roos, 1998, cited by Becerra-Fernandez and Sabherwal, 2001). Heisig (2009) summarized some of the dichotomies used to classify the types of knowledge through 62 different frameworks and found 29 different dichotomies. He also found that not every framework explicitly defines knowledge which he, as well as other authors (Roos and Von Krogh, 1996), concluded to be a crucial factor for the success of a knowledge management framework – the understanding of knowledge. For the purpose of this research, the typology in use will be the tacit -explicit typology for its broad acceptance in the literature. Therefore, the definitions will be analyzed below in more detail.

Difficult to articulate, express, formalize, share, and transfer or communicate in general (Becerra-Fernandez and Sabherwal, 2001; Nonaka and Peltokorpi, 2006), tacit knowledge is characterized by its personal quality (Nonaka, 1994). It comprises knowledge “rooted in actions, procedures, routines, commitment, ideals, values, and emotions” (Nonaka and von Krogh, 2009:637), “tied to the senses, tactile experiences, movement skills, intuition, unarticulated mental models, or implicit rules of thumb” (Nonaka and von Krogh, 2009: 636), “insights, intuitions and hunches” (Becerra-Fernandez and Sabherwal, 2001: 25). The more it leans to the explicit in the continuum, the more it can be accessed through consciousness, nonetheless, given that it is highly embodied in the individual, it can only be accessed until a certain extent (Nonaka and von Krogh, 2009). The term know-how is sometimes associated with tacit knowledge (Nonaka and Peltokorpi, 2006), as well as procedural knowledge, which is another expression to refer to the knowledge of how to do something (Becerra-Fernandez and Sabherwal, 2001).

Contrary to tacit knowledge, explicit knowledge can be easy to articulate and codify (Nonaka and Peltokorpi, 2006) as well as to share in a formal and systematic language (Becerra-Fernandez and Sabherwal, 2001; Nonaka, 1994). Accessible through consciousness, corresponds to the tacit knowledge captured in numbers, words, sentences, writing, drawings and can be shared through data specifications, manuals and similar means (Becerra-Fernandez and Sabherwal, 2001; Nonaka and von Krogh, 2009). Its universal character opens the possibility to use it across different contexts (Nonaka and von Krogh, 2009). Sometimes associated with explicit knowledge (Nonaka and Peltokorpi, 2006), the terms declarative knowledge and knowing what (Kogut and Zander (1992), represent the commonly called facts (Becerra-Fernandez and Sabherwal, 2001).

2.3. Knowledge Management in Practice

The management of knowledge is something that comes naturally to the organization (Heisig, 2009). Nonetheless, knowledge management is more than an Information Technology system and sometimes that distinction is not clear (Earl, 2001). The goal of a knowledge management system is to increase its quality through processes and activities in order to seize both the knowledge it already has and the potential knowledge it can acquire and/or generate (Heisig, 2009).

As knowledge is gradually seen as a competitive advantage with highly potential to be seized (Dalkir, 2011; Diakoulakis, Georgopoulos, Koulouriotis and Emiris, 2004; Heisig, 2009), the holistic approach (Diakoulakis, et al., 2004) of the strategic orientation (Earl, 2001) of its management is becoming a need for a more effective implementation.

Bearing this in mind, there is a need to define a theoretical model that establishes all the assumptions that are going to be followed and the detailed framework that aggregates all the activities, tools and other important elements (Dalkir, 2011).

2.3.1. Knowledge Management Theoretical Models

A theoretical model is the basis of any knowledge management framework or implementation in a way that serves as a strategic guide (Dalkir, 2011). When designing the model or choosing the one we are compromising to follow, we are establishing the assumptions that will guide us through the design of the practical application (Dalkir, 2011).

The table below presents a list of examples, mentioned by Dalkir (2011), of some theoretical frameworks found in the literature (see Table 3).

Table 1: Knowledge Management Theoretical Models

Framework	Authors
Model of Organizational Epistemology	Von Krogh and Roos, 1995
Dynamic Theory of Organizational Knowledge-Creation	Nonaka and Takeuchi, 1995
Sense-Making	Choo, 1998
Building and Using Knowledge	Wiig, 1993
I-Space	Boisot, 1998
Intelligent Complex Adaptive System (ICAS)	Beer, 1981; Bennet and Bennet, 2004
European Foundation for Quality Management	Bhatt, 2000, 2001, 2002
Inukshuk	Girard, 2005

Source: Dalkir (2011: 62-90)

It is important to highlight the plurality of options regarding knowledge management theoretical models. Knowing that the purpose of this research is not to analyze this plurality, only the first two models mentioned in Table 1 will be explored in more detail given their suitability to this research's perspective. This appropriateness was defined according to a convergence with the subjective ontological approach and interpretivism epistemological approach that are presented in both models and coherent with the researcher's perspective. It was also considered the time limitations, therefore, the practitioners' ability, in this case, the researcher's better understanding of the models in analysis, and complexity of the other models that will not be explored in more detail, which are suggested by Burke and Noumair, 2015 as being critical factors to a better intervention.

The Model of Organizational Epistemology is concerned with understanding the organizational perspective on learning, that is, what the organization understands about knowledge – the corporate epistemology (Roos and Von Krogh, 1996). The knowledge typology used in this model is the individual vs social knowledge (Dalkir, 2011). By following an interpretivist epistemological perspective, the premise of this model consists in (Dalkir, 2011) the existence of knowledge as being only possible with the existence of a knower. Individuals create representations of reality which, when mutated, create knowledge. This means that there are three repositories of information in an organization (the individual, the organization and the relationship between individuals).

Roos and Von Krogh (1996) describe three common perspectives among managers through this point of view:

- **Information Processing Epistemology**: belief that knowledge and information are synonyms. Higher efficiency in information process equals better and faster knowledge creation;

- **Network Epistemology**: belief that knowledge is a product of social interaction. More connection among people equals better and faster knowledge creation;
- **Self-referential Epistemology**: belief that knowledge is an internal process, private to each person, therefore, what one communicates is not knowledge but only raw data for the process of knowledge creation of another individual. Better communication among people equals better and faster knowledge creation.

The critical factors of this perspective are: individuals' mindset, organizational communication, organizational structure, individuals' relationship, and human resources management (Dalkir, 2011). Therefore, to manage knowledge in an organization is to manage the social dynamics of its members.

Starting with an underlining interpretivist perspective on knowledge ontology in which knowledge is believed to be created by the individuals, Nonaka and the several authors that have worked with him through the years have developed a Dynamic Theory of Organizational Knowledge-Creation (Nonaka, 1994; Nonaka and Toyama, 2003). Through the years, this perspective has progressively converged with a mixed view of both subjectivist and objectivist ontological perspectives on knowledge in order to aggregate the multidimensional quality of the subject (Nonaka and Peltokorpi, 2006). In this theory, the humans or actors have individual representations of reality with meanings created by them, being the primary source of knowledge (Nonaka, 1994). They act accordingly with those meanings and then sharing contexts with other actors, the confrontation of different perspectives knowledge is created (Nonaka and Toyama, 2003). This interaction happens inside the organization that has a critical role in amplifying knowledge through the management frameworks and other initiatives it applies (Nonaka, 1994).

According to Nonaka and Toyama (2003), organizations should then be seen as, more than information-processing machines, knowledge-creating entities in order to better exploit the competitive advantage that is knowledge. For this to be possible, the underlining strategy should merge both positioning and resource-based views in a way that the internal and external resources, as well as internal and external contexts of the organization, are considered to the knowledge creation. Moreover, the authors suggest that the process in which the strategy is operationalized should synthesize these internal and external environments through Giddens' (1984) Structuration theory, considering the practical and discursive consciousness levels. These authors also suggest that we need to see humans as actors that fulfil roles in social interactions with other social structures, namely institutions, and both influence and are

influenced by the environment in which they act. The referred actions are constrained to the actors' levels of consciousness, i.e. practical, in which the actors do not think about the actions, and discursive, in which the actors rationalize the actions. This is linked to the knowledge typology and definition used by the authors in this theory in a way that the tacit knowledge is produced by practical consciousness and explicit knowledge through discursive consciousness. Nonaka and von Krogh (2009) believe this dichotomy of knowledge to be distinguished between the two dimensions along a continuum, that is, the knowledge can, at some degree, be more tacit and more explicit.

Knowing that the two levels of consciousness explained above act harmoniously, complementing each other, so does tacit and explicit knowledge along that continuum (Nonaka and Toyama, 2003). This means that tacit knowledge can not only be converted into explicit knowledge and vice versa but this conversion is and interaction between both dimensions, as well as the confrontation between perspectives of different actors, is what creates knowledge (Nonaka, 1994; Nonaka and Toyama, 2003; Nonaka and von Krogh, 2009). The conversion between tacit knowledge and explicit knowledge can happen in for different types also called modes (Nonaka, 1994). In the Figure 1 we can see a summary of those types of conversion and a visual representation of how they happen.

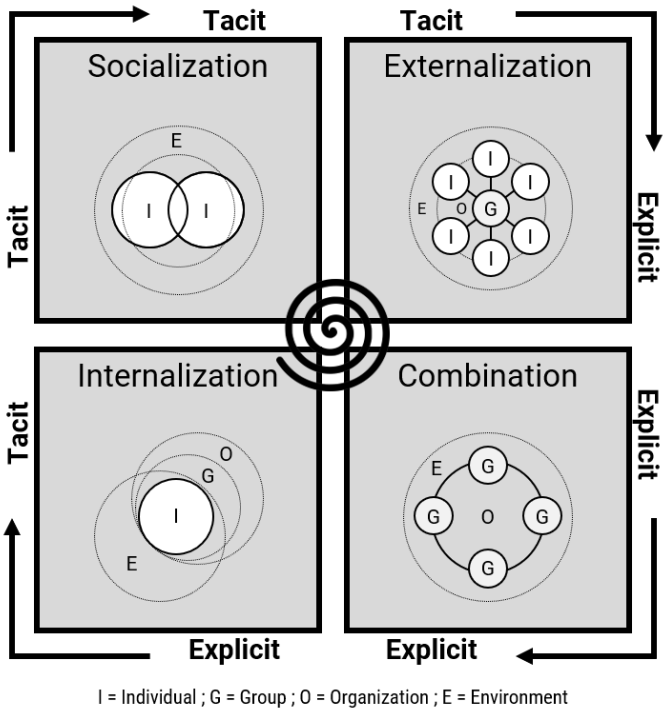


Figure 1: SECI Model of Knowledge Creation

Source: Nonaka and Konno (1998: 43); Nonaka and Toyama (2003: 5)

There are four different types of conversion (Nonaka, 1994; Nonaka and Peltokorpi, 2006; Nonaka, Reinmoeller and Senoo, 1998; Nonaka and Toyama, 2003; Nonaka and von Krogh, 2009):

- **Socialization**: Converting tacit knowledge to tacit knowledge. Given the intangible and individual characteristics of tacit knowledge, the direct experience with the source of the knowledge is a critical point to this conversion. Knowing this is a highly subjective knowledge, sharing experiences and seeing first-hand the situations that originate the tacit knowledge, namely, emotions, is critical for its creation.
- **Externalization**: Converting tacit knowledge to explicit knowledge. Tacit knowledge, as said before, is highly subjective and personal. In some cases, the knowledge is so subjective that is incomprehensible to individuals who didn't have the opportunity to experience it directly. In this scenario, its translation in something sharable and comprehensible to others can be a challenge. The articulation of these messages from tacit knowledge into explicit knowledge can be done by dialoguing and reflecting about the issues. Metaphors, analogies and models are considered suitable tools.
- **Combination**: Converting explicit knowledge to explicit knowledge. After translating tacit knowledge into explicit knowledge, it is time to collect it, along with information, in order to store, organize, systematize, process and communicate or share all the gathered knowledge and information. This step is important in order to facilitate its accessibility so that it can be reused as it was created and/or to produce more valuable knowledge.
- **Internalization**: Converting explicit knowledge to tacit knowledge. For the application of the knowledge that was stored and/or combined in order to create knew knowledge to be possible, it needs to be acquired by the individuals as knew tacit knowledge converging with the mental models they already had. The learning of new knowledge is facilitated by practical situations. In this step, repetition and reflection are crucial. Single sessions of training or experiments are not enough. There is a need of repeating those sessions and reflecting about it, as well as the outcomes, in order to integrate the new concepts or ideas into the individuals' mental models for future and acquiring new tacit knowledge in practice.

Nonaka and Toyama (2003) propose that these four modes of conversion are articulated not in a circle but in a spiral. According to the authors, this happens because through knowledge conversion comes knowledge creation and the intrinsic interaction originates an amplification

of the initial knowledge. They also refer that this can happen between a group, inside the organization or even between the organization and the environment with other structures such as clients or suppliers.

To better understand how to manage knowledge as a resource, the authors considered the concept of Ba, which consists of a space, more precisely shared spaces, that can be physical, virtual or existential/mental, in which the knowledge is embedded (Nonaka and Konno, 1998). Here the differentiation between information and knowledge is important in a way that it is only knowledge that can be found in Ba while information is found in media and networks (Nonaka and Konno, 1998). This happens because knowledge is intangible and information tangible (Nonaka and Konno, 1998).

The model of knowledge creation through knowledge conversion exposes the idea that knowledge can be converted between the states of explicit to tacit. In this scenario, Ba is the shared space in which this conversion takes place, knowledge circulates and is amplified (Nonaka and Konno, 1998).

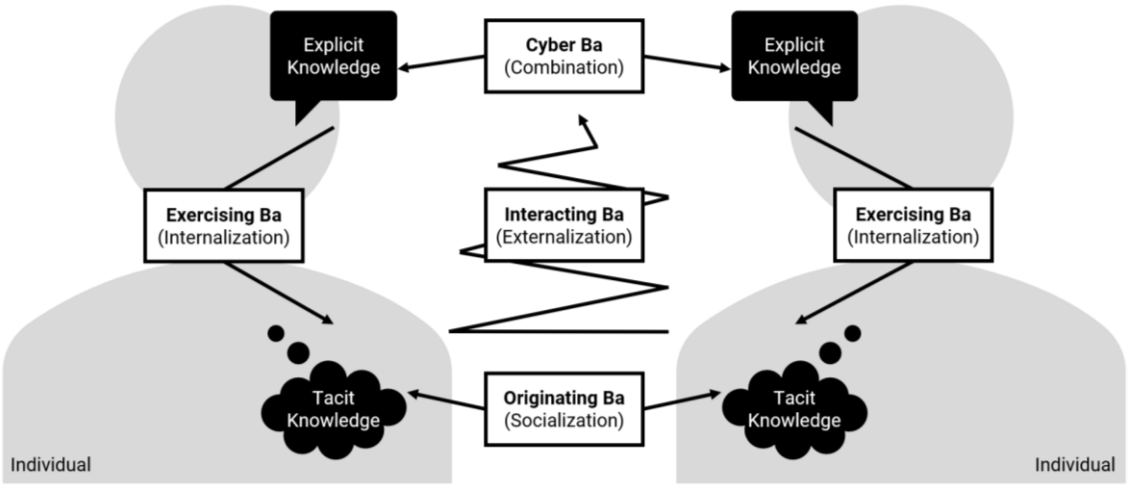


Figure 2: The Concept of Ba integrated in the SECI Model

Source: Adapted from Nonaka and Konno (1998: 44-46) ; Nonaka, Reinmoeller and Senoo, (1998: 674)

We can see Ba it as the place in which knowledge, an intangible resource, is located within the creation process (Nonaka and Konno, 1998). As shown in Figure 2, there are four types of knowledge conversion and four correspondent types of Ba (Nonaka and Konno, 1998):

- **Originating Ba**: Correspondent to the Socialization type of conversion, this is the place in which individuals share tacit knowledge. Creating a feeling of trust and subsequent

empathy is especially important here to guarantee the bridge between individuals in this face-to-face situation.

- **Interacting Ba**: This is the space in which individuals share mental models, that is a representation an individual has of an external reality (Craik, 1943, cited by Johnson-Laird, 1980), and analyze their own create concepts that derive from those activities. Here the tacit knowledge is made explicit, so it is clear the conversion with the externalization phase of the SECI Model. Considering the nature of tacit knowledge and the difficulty of the translation into explicit knowledge, the importance of a pertinent selection of participants in these discussions is crucial for the quality of the conversion. Also called Dialoguing Ba (Nonaka, Reinmoeller and Senoo, 1998), the dialogue and use of metaphors are important methods to the translation.
- **Cyber Ba**: The virtual world of Ba is mostly used in the Combination type of conversion. In this space, the already existing and newly created explicit knowledge is mixed with information in order to generate and systematize new explicit knowledge, ideally more organized. This activity is facilitated with information technology systems and the use of other tools such as data bases.
- **Exercising Ba**: The internalization phase of the SECI Model is facilitated by the exercising Ba. Through training, the repeatedly practice of defined patterns helps to learn these know ideas. Mentoring and on-job-training are examples of practices that help put into practice these kind of active participation in learning.

These different spaces for knowledge creation are important facilitators for the SECI process and consequently the knowledge creation (Nonaka and Konno, 1998).

2.3.2. Knowledge Management Frameworks

A framework is a systematic way of structuring the concepts, principles and all the components of a domain in order to better explain it and define a standardized representation of those ideas in order to guide future implementations (Heisig, 2009). Therefore, after defining the theoretical basis for the implementation, the design of a knowledge management framework aims to better organize and guide the practitioners when trying to implement the planed initiatives, in this case, aiming the knowledge management (Heisig, 2009).

Rubenstein-Montano (2001 cited by Heisig, 2009) organized the knowledge management frameworks in three categories depending on the kind of orientation they give:

- **Prescriptive:** Aiming to guide de implementation of knowledge management procedures but in a more flexible and broad way. This type of frameworks, instead of giving the specific

implementation detail on how to implement the activities, gives guidelines on how to approach some scenarios and what kind of procedures exist and can be used;

- **Descriptive:** Contrary to the prescriptive type, the descriptive focus on the characteristics of knowledge management and the principal factors that influence the success of the chosen initiatives.
- **Hybrid:** Mixing both perspectives, we have frameworks that attempt on fulfilling both goals, to understand the ideal way of doing things, as in the prescriptive, and to define how to apply it in practice, as in de descriptive framework.

This typology is relevant to better understand the framework's before analyzing its more practical elements such as processes and cycles.

In order to better explain the course of action in the framework, it is crucial to design practical activities which represent the operationalization of the knowledge flow described in the theoretical model (Dalkir, 2011; Heisig, 2009). In the specific case of knowledge management, several authors tried to summarize the activities into the so-called cycles or processes (Dalkir, 2011; Heisig, 2009).

The table below presents a list of examples, mentioned by Dalkir (2011), and Markus (2001), of some knowledge management processes and cycles, found in the literature (see Table 2).

Table 2: Knowledge Management Processes and Cycles

Practical Framework	Author	Source
Meyer and Zack Knowledge Management Cycle	Meyer and Zack, 1996	Dalkir (2011: 33)
Bukowitz and Williams Knowledge Management Cycle	Bukowitz and Williams, 2000	Dalkir (2011: 38)
McElroy Knowledge Management Cycle	McElroy, 1993, 2003	Dalkir (2011: 42)
Wiig Knowledge Management Cycle	Wiig, 1993	Dalkir (2011: 45)
An Integrated Knowledge Management Cycle	Dalkir, 2011	Dalkir (2011: 51)
Process of Knowledge Reuse	Markus, 2001	Markus (2001: 60-61)

It is important to highlight the plurality of options regarding knowledge management processes and cycles. Knowing that the purpose of this research is not to analyze this plurality, we will only analyze the last two processes and cycles mentioned in Table 2. Regarding the Integrated Knowledge Management Cycle, it was chosen for both its simplicity and for being an

integration of the four models presented above it. The Process of Knowledge Reuse is being analyzed as a more detailed approach on the reuse activities of the knowledge management activities.

As mentioned before, from the merging of four different knowledge management cycles (the first four presented in Table 2), Dalkir (2011) developed an integrated knowledge management cycle that counts with the most used activities. A visual representation of the cycle can be seen in Figure 3.

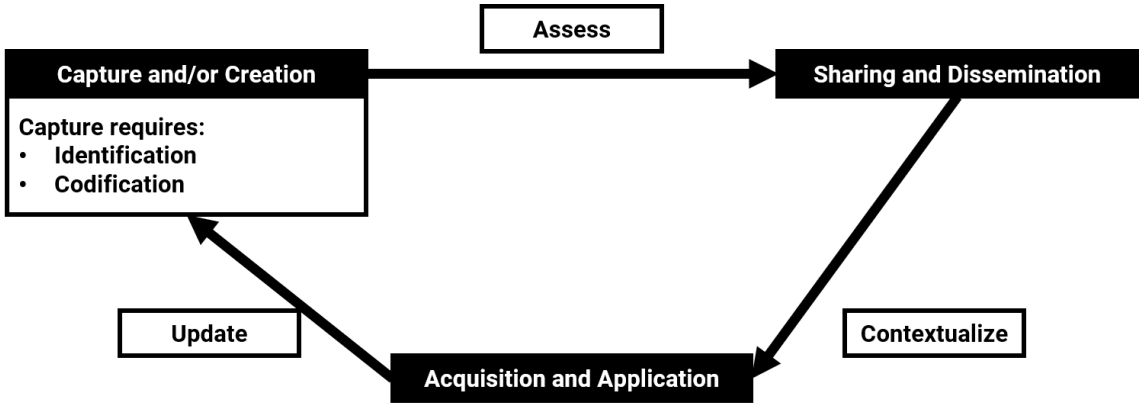


Figure 3: Integrated Knowledge Management Cycle
Source: Adapted from Dalkir (2011: 54)

According to the author, the integrated Knowledge Management Cycle, all starts either with the capture of knew knowledge or its creation. If it starts with capture, two steps take place for it to be possible. The first one is identification which corresponds to locate the knowledge and discovering what it is and where it is. The second corresponds to codification, that being the translation of that knowledge to a specific code that the organization understands. Then, as the next step in the cycle is to share and disseminate the knowledge through the organization, there is a need to first assess if the knowledge that was created and/or captured is valid, new and better than the pre-existing one. The intermediate step between the capture/creation and sharing/dissemination is called assessment. At this point we have new knowledge that was evaluated and consequently either divested in or shared and disseminated through the organization. In order to avoid losing its meaning or value, it is crucial to contextualize the knowledge. This means to maintain the connection between the content and the ones that are knowers. The identification of components such as the author, related experts, experienced users, key contextual/adaptation attributes and others. The contextualization ends when the knowledge is fully embedded in the business process and we can start its application and

consequent acquisition or learning. After acquiring the new knowledge and putting it into practice, user will, through practical experience, validate the new knowledge and update it in order to restart the cycle.

Going deeper into the knowledge reuse topic, Markus (2001) summarized the process of knowledge reuse into four key stages that constraint several activities (Figure 4). When capturing and documenting knowledge, one needs to be aware of the source of that knowledge. Knowledge can either come as a passive by-product of the work process or a result of a more active intervention. This more active intervention can either be a result of a before-the-fact, facilitator or after-the fact techniques. This means that one can prepare for knowledge capture before, during or after the situation that generates it. After gathering the targeted knowledge, there is a need to prepare it for distribution. This intermediate activity is called packaging and can have several steps depending on the type of knowledge we are dealing with and the purpose of its reuse. Some examples can be codifying, formatting, indexing or structuring the knowledge. After packaging the knowledge, its distribution can be either passive or active and both types can have facilitators. The passive approach englobes activities that only display knowledge for others to use it if needed, for example, populating repositories or sharing newsletters. A more active approach comprises initiatives such as after-action review meetings in order to trigger reflection about the knowledge that was captured. As facilitators we can consider any activity that promotes engagement into either active or passive moments of knowledge sharing such as awareness initiatives or needs assessment.

The reuse starts with a question that needs to be answered or, in a broader approach, a need to be fulfilled. When asking this question, one needs to recall that information or knowledge has been stored and recognize its value to the present situation. As the journey to find the knowledge starts, one needs to search for the location either of the knowledge itself that has been stored, or the expert who has the knowledge. Once found the location, there is a need to select the most appropriated knowledge or knower in order to proceed with the reuse. Lastly, the application of that knowledge in a reuse situation can require a recontextualization phase in which knowledge that was decontextualized when packaged (captured and codified). A summary of the activities is depicted in Table 3 with the addition of with the addition of Heisig (2009) study of 160 knowledge management frameworks.

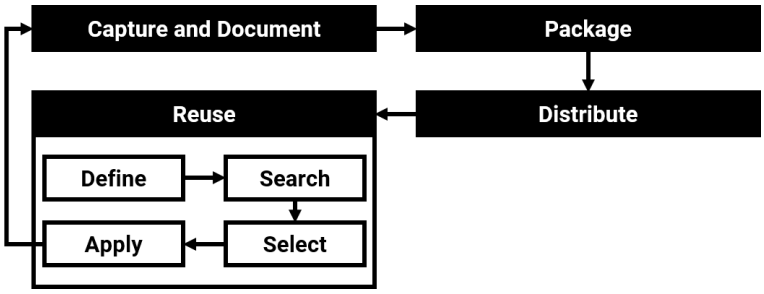


Figure 4: Process of Knowledge Reuse

Source: Adapted from Markus (2001: 60-61)

Table 3: Summary of Knowledge Management Activities

Activities	Markus (2001)	Heisig (2009)	Dalkir (2011)
Use		X	
Apply			X
Create		X	X
Acquire	X	X	X
Identify	X	X	X
Codify	X		X
Capture	X		X
Assess			X
Evaluate			X
Divest			X
Store	X	X	
Share	X	X	X
Disseminate	X		X
Reuse	X		X
Learn			X

Note: The X signalizes the activity contemplated in the respective model.

2.3.3. Knowledge Management Success Factors

Following a contingency perspective of knowledge management there are some key aspects from which the knowledge management initiatives can potentially benefit in order to better fit the organization in which they are being implemented (Becerra-Fernandez and Sabherwal, 2001; Heisig, 2009; Lee and Choi, 2003; Markus, 2001). Those aspects are sometimes called enablers, others success factors, but they all serve the purpose of pursuing better results when applying knowledge management practices.

When analyzing 160 different knowledge management frameworks, Heisig (2009) defined that a three layers analysis needs to be conducted in order to design a knowledge management framework: (1) Business focus, where the business process is understand and the specifications of the tasks are analyzed; (2) Knowledge focus, there the knowledge management process is

described in order to understand which activities come to play; (3) Enabler focus, where the enablers of the knowledge management that fulfil a critical role in the success of its implementation are analyzed and managed as facilitators of the hole process.

When analyzing the enabling conditions considered by other authors in their frameworks, Heisig (2009) came across four dimensions classified as critical success factors that need to be addressed in order to fulfil a holistic knowledge management effort. These dimensions are: (1) Human-oriented factors: culture, people and leadership; (2) Organization: process and structure; (2) Technology: infrastructure and applications; and (4) Management process: strategy and measurement.

In the analysis of these four dimensions, Heisig (2009 found the human factors to be central to the success of knowledge management according to the importance it played in the studied frameworks. Therefore, the cultural dimension of the organization will be addressed in more detail. Brown and Harvey (2006: 18) define culture as being a "set of characteristics of a specific civilization, society, or group" and Organizational culture as being "the shared language, dress, patterns of behavior, value system, interactions, and group norms of the members of an organization". Schein (2009) defends that culture is too complex to be defined as a single definition and, as so, defines culture as having three levels:

- **Artefacts**: Corresponding with the visible organizational structures and processes, the artefacts are the easy to observe but hard to decrypt. In other words, these elements are easy to see but hard to understand why they happen or why they were built this way;
- **Espoused Values**: Concerning the strategies, goals and philosophies, the espoused values correspond to the espoused justifications for the artefacts we have encountered. This level of culture is only accessible through interaction with the individuals that belong to the culture. These justifications are the values that guide the behavior of individuals and when aggregated form the organizations' image;
- **Underlying Assumptions or Shared Tacit Assumptions**: Going back to the history of the organization, the beliefs, perceptions, thoughts and feelings that were present at the creation of the organization, we can see the unconscious, taken for granted cultural elements. This is the deeper level, the deeper source that guides values and actions in the organization. This corresponds to the shared tacit knowledge that the organization's individuals have been developing and maintaining in the organization.

The three levels of culture can be more or less coherent between them. That adjustment or lack of it can be a symptom of a lower awareness and understanding of the deeper levels.

Cameron and Quin (2006) theorized about organizational culture developing four cultural profiles that resulted from a Competing Values Model (Figure 5) evaluated through the organizational cultural assessment instrument.

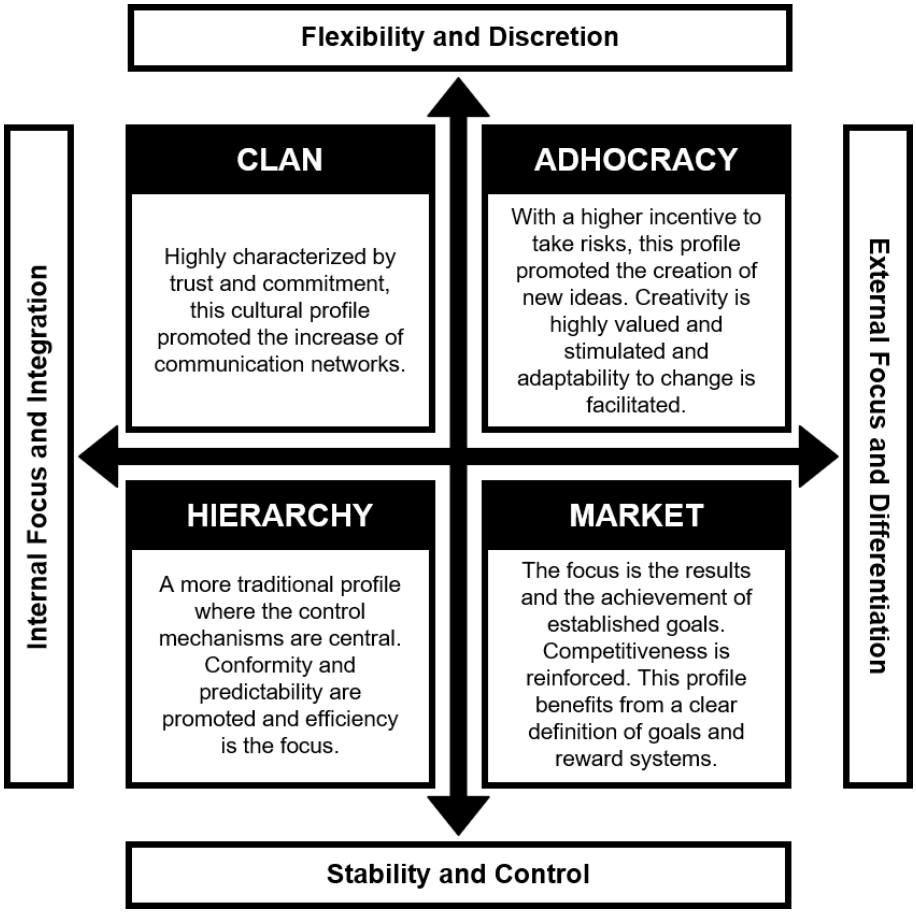


Figure 5: Competing Values Framework

Source: Adapted from Cameron and Quinn (2006: 37-46)

As the model is frequently used when assessing organizational culture, Ferreira (2014) applied it to the Portuguese context in order to confirm the correlation between the competing value framework dimensions to intellectual capital dimensions. The study concluded that Clan profile has a positive correlation with human capital, which comprises the individual knowledge and skills that individuals have, and customer capital, which corresponds to the knowledge about the market and relationship with customers. Market profile has a negative correlation with human capital. It also showed that flexible and external cultural characteristics promote higher levels of knowledge sharing. The adhocracy culture is highly correlated with structural capital which comprises the knowledge that is retained in the organization.

Analyzing now the organizational enabler, and following a contingency approach to knowledge management, tasks are one of several elements that we can focus on when understanding the context in which the knowledge management framework will be applied to (Becerra-Fernandez and Sabherwal, 2001). To better understand how the fit between the knowledge management processes have to the tasks performed, Becerra-Fernandez and Sabherwal (2001) tested how specific task attributes affect knowledge management effectiveness and satisfaction based on the previously mentioned SECI model (Nonaka and Toyama, 2003). The attributes measures were (Becerra-Fernandez and Sabherwal, 2001):

- **Task Orientation**: This dimension relates to the purpose of the task. When analyzing the purpose of the task in a strategic perspective we can either look at efficacy or efficiency. One orientation a task can have is the content and it is related to a more explicit knowledge (know-what and declarative knowledge). When we look at a specific end goal we want to achieve, we look at the content of the task (efficacy). The other orientation is the process and it is related to a more tacit knowledge (know-how and procedural knowledge). When the purpose of the task is related to the means we use, we look at the process we need to undertake (efficiency).
- **Task Domain**: This dimension relates to the degree of specialization of the task. Depending on the level of specialization there can be found a higher or lower level of variety associated. In one hand we have tasks with a focused domain. With more knowledge available, less variety and more specialization, these tasks require deep knowledge in a specific area. On the other hand, we have tasks with a broad domain. Here we have a greater casual ambiguity and more dynamic interactions. This means that, as we integrate knowledge from different groups and possible from individuals with different backgrounds and knowledge levels, there is more instability.

By articulating these task elements with the SECI model, Becerra-Fernandez and Sabherwal (2001) concluded that: (1) externalization has a greater effect on perceived knowledge satisfaction when performing focused and content-oriented tasks, (2) combination has a greater effect on perceived knowledge satisfaction when performing broad and content-oriented tasks; (3) socialization has a greater effect on perceived knowledge satisfaction when performing broad and process-oriented tasks; (4) internalization has a greater effect on perceived knowledge satisfaction when performing focused and process-oriented tasks.

After understanding the tasks that will be fulfilled and their relation to the knowledge management activity, it comes the need to better understand the different types of actors or

intervenient in the knowledge management process (Markus, 2001). Markus (2001) highlighted four different types of roles that can be fulfilled by the same person or different ones. On one hand we have the producer of the knowledge. Given that this classification is about repositories in knowledge management, we can see the producer as the individuals who externalized their tacit knowledge. The second role is the intermediary and it corresponds to the individuals who facilitate that externalization either by helping externalize it or sanitizing the knowledge for others to reuse it. Those others who reuse the knowledge are the consumers, which covers the third role. In cases in which the Producer and the Consumer are the same individuals, the author calls them the Prosumers and that is the fourth role.

The knowledge distance between the actors in the knowledge management system is also a key point highlighted by Markus (2001) as an important contingency in the documenting phase of a knowledge management system. First, we have situations in which the individuals are documenting knowledge for their own use. In this case we have the lowest knowledge distance possible. Then, we have two different situations when individuals are documenting for others: similarity or dissimilarity. In the first case the proximity of knowledge is higher in a way that we are documenting knowledge for individuals that, despite not being us, the creators, are considered to have the same degree of knowledge that we have. This can be the case of individuals with the same professional experience, same profession. They are expected to understand the content of the information and language used but can lack the understanding of the context of the situation and some other specifications in cases in which they were not present when the knowledge was created. Even in the cases in which they were part of the team, they are not the individual who documented the knowledge so there is always some distance between the two perspectives. In the second case, we have dissimilar others which are the group with higher knowledge distance. This group can either comprise other individuals that are novices trying to use knowledge of experts or individuals from other departments. In this situation, the knowledge distance can be so large that the individual looking forward to reusing the knowledge does not even know what they need to search for how and/or where to search it.

From the interaction of reusers with different levels of knowledge distance, Markus (2001) detected four different types of reuse situations:

- **Shared Knowledge Producers**: When the knowledge reuse happens between teammates, either in homogeneous or cross-functional, we have a situation of shared knowledge producers. This happens because the knowledge that is being produced comes from experiences shared by the same individuals that will later reuse it;

- **Shared Work Practitioners**: When individuals are doing similar work but in a different context to the one in which the individuals will reuse the knowledge, we are in a case of shared work practitioners. This setting contemplates a knowledge share with some degree of knowledge distance;
- **Expertise-seeking Novices**: The less experiences searching for knowledge from the experts is another type of reuse. Here the knowledge distance is high. When the need for the use of expertise is rare and there is no intention of a more definitive learning of this new knowledge, we are before an expertise-seeking novice;
- **Secondary Knowledge Miners**: When the goal is to use and process knowledge in order to produce new knowledge in order to answer new questions or develop new ideas, the secondary knowledge miners come into play. Here the reuser is not familiar with and possible does not have direct experience with the event that originated and recorded the existing knowledge. Nonetheless, the reuser needs analytic expertise.

The author suggests some recommendations to each situation according to the knowledge reuse process already mentioned. Those recommendations are summarized in Table 3.

Table 4: Reuse Challenges and Strategies

Process Phase	Shared Work Producers	Shared Work Practitioners	Expertise-seeking Novices	Secondary Knowledge Miners
Defining the Search Question	• Minimal problem in homogeneous shared work teams since members share general and specific knowledge • More challenging in cross-functional teams.	• Minimal problem because of shared general knowledge and knowledge of important dimensions of context.	• May not know they need expert advice • May lack knowledge of expert jargon • May not be able to recognize technical "symptoms" in local context • May be unable to articulate the question or problem well.	• Defining the question will be especially challenging in the case of knowledge discovery.
Locating Experts or Knowledge Expertise	• Teams frequently keep good record about what they did as a by-product of the work, but they often forget the rationales of their decisions after some period of time has elapsed; problem is compounded by turnover.	• Practitioners use networks of contacts to locate experts/expertise.	• May have great difficulty locating suitable experts because of difficulty defining the problem.	• May have difficulty identifying repositories likely to contain useful information. • May have difficulty finding or creating appropriate search or

Process Phase	Shared Work Producers	Shared Work Practitioners	Expertise-seeking Novices	Secondary Knowledge Miners
	• Teams often experience difficulty locating the information they need in work "transcripts".			discovery algorithms.
Selecting Experts or Expertise	• Not usually a problem.	• Use knowledge of reputations to assess quality of experts/expertise.	• Lack suitable criteria for judging quality of experts/expertise.	• "Spurious results" are a common problem. • Results should be triangulated, and pilot tested.
Applying the Knowledge	• If they can find what they are looking for, this is not usually a problem.	• Usually have little difficulty applying the expertise, once it has been selected.	• May lack ability to apply good answers/advice successfully.	• Not usually a problem.
Recommendations for Promoting Successful Reuse	• Maintain context in the record. • Provide support for indexing and searching "e.g. periodically summarize transcript threads and purge old records). • Require documentation of rationale knowledge. • Do not provide public access to these repositories.	• Repackage knowledge, providing quality assurance (e.g., authorship), freshness dating, and appropriate indexing and searching capabilities. • Decontextualize knowledge but publish context information along with the content. • Provide access to experts as well as to packaged expertise. • Push packaged knowledge to appropriate recipients. • Provide appropriate incentives for contributions and reuse.	• Repackage knowledge, decontextualize it, but provide support for recontextualization in the local context. • Make heroic efforts to translate knowledge into terminology that novices can understand and search. • Provide access to experts as well as expertise. • Provide awareness training and consultation.	• Store context information (i.e. metadata) with all repositories to facilitate secondary reuse. • Provide through training in knowledge base structures. • Provide through training in analysis, synthesis and drawing valid conclusion. • Verify all results (e.g., conduct pilot tests).

Source: Adapted from Markus (2001: 65-67)

2.3.4. Knowledge Management Practices

To fulfil the activities mentioned in the knowledge management cycles or processes, practitioners need the help of tools and techniques. In Table 3 we can see a summary of some

tools and techniques that have been used by organizations in order to operationalize knowledge management frameworks, as well as some suitability considerations to those practices.

Table 5: Knowledge Management Practices

Practice	Purpose	Strengths	Weaknesses	Source
Interviews / Videotaping	Capturing images and recording sound in order to store information and knowledge.	Quick to implement.	Requires a high maintenance process in order for the knowledge to be shared. Costly to implement.	De Long and Davenport (2003)
Mentoring	A long-term relationship between a more experienced individual that helps another, less experienced, individual, to develop knowledge.	Recognition rewards. Promotes socialization.	Hard to implement when time is scarce. Hard to maintain when the turnover is high. When people leave the organization, the tacit knowledge is not retained as explicit knowledge.	De Long and Davenport (2003)
Storytelling	A moment where individuals share their experience given a certain situation where the knowledge was created.	Easy way to capture critical factors of projects, namely lessons learned or other specificities of the project. Promotes socialization.	Useless to record decontextualized explicit information or knowledge. When people leave the organization, the tacit knowledge is not retained as explicit knowledge.	De Long and Davenport (2003)
Communities of Practice	A community of experts in a certain subject. A niche of people in the organization that have a certain knowledge and are responsible for generating more knowledge inside by obtaining more experience and sharing it inside the community.	Identifies expertise niches. Identifies lack of communication networks in certain areas. Facilitated the search for experts in order to rapidly access tacit knowledge. Promotes socialization.	Requires high compromise in order to establish a culture of trust between members. Requires high maintenance when the turnover is high.	De Long and Davenport (2003)
Training and Education	Teaching moments where one individual educates or trains another individual. It can be done in several models such as on-the-job, coaching, e-learning, among others. It can have different degrees from theoretical to practical experience.	Recognition rewards. Facilitated the search for experts in order to rapidly access tacit knowledge. Promotes socialization.	Only suitable to specific periods or subjects. In some cases, is time consuming. In some cases, is costly.	De Long and Davenport (2003) Markus, 2001
Knowledge Repositories (Database)	A platform where the explicit knowledge is stored then converted from tacit knowledge.	Knowledge is retained in the organization even when the individuals	Requires high maintenance and time.	Earl (2001); Dalkir (2011)

Practice	Purpose	Strengths	Weaknesses	Source
		are no longer present. Easy to share. Accessible when needed.	When misused, the information or knowledge that is stored can be useless.	Markus (2001)
Knowledge Maps	By mapping where the tacit knowledge is, it creates an index of knowers that can be consulted when needed.	Recognition rewards. Promotes socialization. Facilitated the search for experts in order to rapidly access tacit knowledge.	It is possible that the knower is not be available at the time of need. When people leave the organization, the tacit knowledge is not retained as explicit knowledge.	Earl (2001); Markus (2001)
Groupwares	Communication platform where individuals can share information and knowledge, ask questions, respond to doubts, give advices and other types of interactions.	Knowledge is retained in the organization even when the individuals are no longer present. Easy to share. Accessible when needed. Recognition rewards. Promotes socialization. Facilitated the search for experts in order to rapidly access tacit knowledge.	Requires high maintenance and time. When misused, the information or knowledge that is stored can be useless.	Earl (2001); Dalkir (2011)
Knowledge Cafés	Assigning and prepare specific places to facilitate the knowledge sharing.	Work as a trigger to knowledge sharing. Can merge different types of knowledge that would not collide without the occasion being created.	Costly to implement. Time consuming.	Earl (2001)
Meetings	Scheduled time dedicated to review or discuss a topic or subject.	Quick to implement. Recognition rewards. Facilitated the search for experts in order to rapidly access tacit knowledge. Promotes socialization.	Only suitable to specific periods or subjects. When not well prepared can be time consuming.	Earl (2001)

2.3.5. Knowledge Management Implementation

After defining the basic assumptions in terms of philosophical perspectives and definitions of the terms we will be using and syncing through the resto of the process, we established the design of mental and practical models to apply (Nonaka, 1994; Nonaka and Toyama, 2003;

Nonaka and von Krogh, 2009). To enable a better fit between the theoretical analysis of the initiative alternatives (Dalkir, 2011; De Long and Davenport, 2003; Earl, 2001) and the organization's context, the contingencies (Becerra-Fernandez and Sabherwal, 2001; Heisig, 2009; Markus, 2001) in which these models will be built upon were also defined. Now it is time to understand how to link that implementation to the organization (Earl, 2001) bearing in mind the obstacles one must overcome when implementing a change (Brown and Harvey, 2006).

2.3.5.1.Formulating Strategy

Targeting to incorporate knowledge management to the organization's strategy, Earl (2001) suggested a methodology that enables this alignment (see Figure 6).

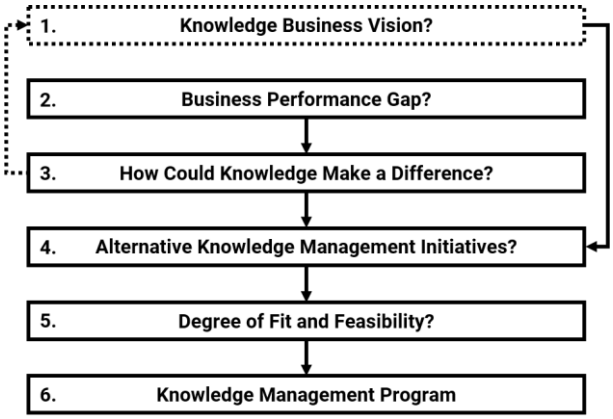


Figure 6: Formulating a Knowledge Management Strategy
Source: Adapted from Earl (2001: 230)

It comprises six steps that can be articulated in different ways depending on the stage in which the organization is already (Earl, 2001):

- **Stage 1 – Knowledge Business Vision**: By developing a vision and integrating knowledge-based value creation into the business strategy definition of the organization, the strategic alignment of the tow realities is accomplished. When this happens, the organization can skip steps 2 and 3 of this methodology because those are already defined.
- **Stage 2 – Business Performance Gap**: In cases in which knowledge does not integrate the business vision, we need to identify business performance gaps. A SWOT analysis is an example of a tool that can be used to analyze those gaps. This step is important to understand the importance and need that justify the development of knowledge management initiatives, which will be addressed in step 3
- **Stage 3 – How Could Knowledge Make a Difference**: Seeing opportunities yet to be taken or weaknesses yet to be corrected, or any other kind of gap, it is time to understand the role

that knowledge management can have into correcting those performance gaps. Therefore, we analyze what could be done differently or what could be changes in order to do it. If we come to a realistic conceptualization of the steps 2 and 3, we end up accomplishing step 1 and creating a knowledge business vision.

- **Stage 4 – Alternative Knowledge Management Initiatives**: Having a strategy designed, the operationalization takes place. We need now to identify and analyze the various knowledge management initiatives in order to understand which will have a better fit with the strategy and the organizational context.
- **Stage 5 – Degree of Fit and Feasibility**: After choosing the tools, techniques, process and/or other knowledge management initiatives, the validation of suitability is key. It is crucial nor only to verify the suitability with the organizational strategy but also with the other success factors such as culture and top management commitment.
- **Stage 6 – Knowledge Management Program**: The last step comprises the implementation itself, where resources are allocated, tools are used, and the several initiatives or programs take place.

This methodology only focusses on six broad steps that guide the integration of knowledge management into the organizational strategy from its conceptualization to its practical application. As this integration corresponds to a change in the natural order of events and practices of the organization, a resistance to change can be an obstacle to overcome (Brown and Harvey, 2006).

2.3.5.2.Managing Change

When implementing new practices in an organization, the resistance to this transformation is a critical factor to the failure of the project, therefore it is crucial to incorporate measures to prepare the change in the implementation plan (Brown and Harvey, 2006; Schein, 2004). There have been developed several models to manage change along the decades, being the Action Research model developed by Lewin one of the most mentioned (Cummings, Bridgman and Brown, 2015). Having the culture and social dimensions of knowledge management been mentioned as critical to the project, two models of organizational development and change are presented below, being one of the two derived from the Action Research model.

From Brown and Harvey (2006) perspective, in their Organizational Development Model, organizational development is accomplished by applying behavioral science techniques to implement changes that will address management problems such as the knowledge management issue that is being explored here. This perspective considers the organization to

be a system in which the functional, structural, technical, and personal elements are interrelated and, therefore, interact (Brown and Harvey, 2006). Having this in mind, the intervention model considers the enablers mentioned by Heisig (2009) tackling problems with a systematic analysis having the top management actively committed to the change on the pursue for effectiveness (Brown and Harvey, 2006). In order to implement change, in the dynamic settings we live in, it is crucial not only to integrate the change with the organizational goals (Brown and Harvey, 2006: Earl, 2001), but also to involve the individuals and teams in the process (Brown and Harvey, 2006). To do so, the culture factor in considered to be one of the major enablers for change to succeed or fail (Brown and Harvey, 2006). Along with this factor, the socialization period that the employees go through when joining the organization is also considered to be of major importance when assimilating and accepting norms as the normal conduct or engaging into a creative individualism posture (Brown and Harvey, 2006).

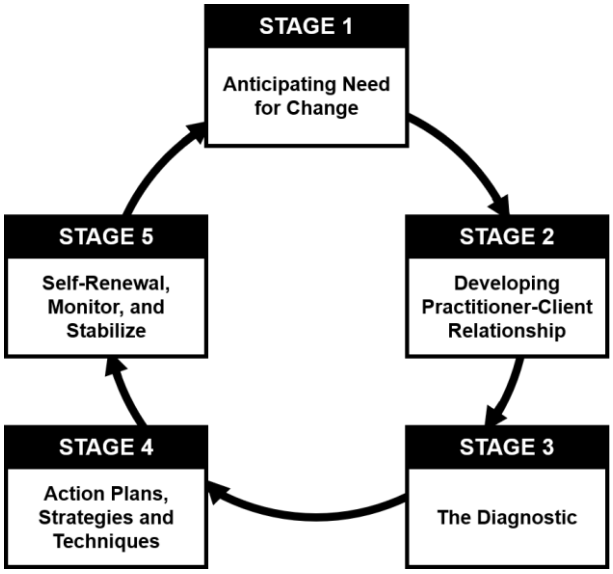


Figure 7: Organization Development's Five Stages
Source: Adapted from Brown and Harvey (2006: 15)

Having a close link with Lewin's Action Research model by following the perspective of developing and implementation action programs through the result of a previous collection, share and reflection about organization's information, Brown and Harvey (2006) developed a Five Stages model to Organizational Development (see Figure 7):

- **Anticipate a need for change**: Prior to the design and implementation of any change, as in the model presented by Earl (2001), the identification of a need, that is an opportunity for

improvement or an obstacle that needs to be addressed, is the starting point. The need must be felt in the organization in order to convince individuals to act on it;

- **Develop the Practitioner-Client Relationship**: Being the Clients the individuals that will be assisted in the process of change, the establishment of a good relationship with them is critical for the implementation's success. The psychological contract formed with the clients or, in other words, the exchange of expectations that occur between the practitioner and the client, need to be built on trust from the first impression to the end. From the beginning, there is a need to clarify issues such as rewards, responsibility, goals in order to avoid a breach of that trust and the formation of an uncooperative environment between the two parties;
- **The Diagnostic**: Arriving at the phase in which relevant information is gathered and analyzed, the diagnostic is the stage where both parties try to deeply understand the problem and distinguish symptoms from causes. To distinguish those elements, the practitioner needs to question the client's diagnosis. As the diagnosis will be the basis for the change, practitioners need to be sure about the problem in hands as well as the causes behind it in order to address the right issue and design a solution to the real problem with suitable strategies. In some cases, the client's perspective of the problem can be biased so there is a need to question and confirm that assessment;
- **Action Plans, Strategies and Techniques**: As mentioned before, the selection of the right tools and techniques as well as their design and implementation depend on the right assessment to the problem. This is the stage in which the action plans are designed and implemented in order to address the issue diagnosed and solve the problem;
- **Self-Renewal, Monitor and Stabilize**: The process does not stop at its implementation. There is a need to stabilize the change implemented and monitor the results it had. Feedback is an important element in this stage. It needs to be collected from all the stages of the process so that the practitioners and clients know the activities are solving the issue. This step works not only to understand if the implementation is solving the problem and being correctly implemented but also to solidify the new practices. This means reinforce the new behaviors and internalize it as a part of the organization's day-to-day activity without the active involvement of the practitioner.

All the stages are sequentially dependent of one another in a logical sense. This means that to fulfil stage two, the stage one needs to be accomplished and coherently aggregated with this next step. This applies to the whole model (Brown and Harvey, 2006). When implementing a

change through the model mentioned above or any other model, there are both driving and restraining forces that need to be taken into consideration to its success (Brown and Harvey, 2006). Whenever a change is implemented, there can be encountered different levels of resistance to the change and that can result from those forces (see Annex 3). We can have a scenario in which the dissatisfaction with the situation is already an issue and individuals have motivation to change - driving forces (Brown and Harvey, 2006) but we can also have a scenario with a high fear of what is to come as it is unknown to the individuals, as well as a high conformity to the norms and culture of the organization - restraining forces (Brown and Harvey, 2006). Nonetheless, there are strategies that can be implemented in order to overcome these restraining forces like education and communication, reward systems, leadership and many others (Brown and Harvey, 2006).

Exploring with more detail the change implementation, we can analyze the psychosocial dynamics of transformative organizational change proposed by Schein (2004). Having as a basis both the three levels of culture (Schein, 2009) and Lewin's work regarding change in a human system, Schein (2004) defined a basic model that explains how to manage change integrating it in the organization's culture. This model comprises three steps (Schein, 2004):

- **Unfreezing/Disconfirmation**: To create the right motivation to change, there is a need to first establish enough discomfort with the present situation and gather data that supports it. Then, the collected data needs to be linked with the organizational goals and ideals for individuals to feel anxiety or guilt for the gap between the present situation and the goals. At last, enough psychological safety needs to be given to individuals so that they know it is possible to correct the present situation by learning something new or changing the way they act without losing identity nor integrity. These steps will make the individuals unlearn what they know to be true or to me acceptable as the way to do things in order to learn new information.
- **Cognitive Restructuring**: In the second phase, individuals are expected to be more open to learn the new concepts and new meanings and overwrite the old ones. This can be made by imitation and identification or scanning and trial-and error learning methods. Here is the stage in which the change happens, and the implementation is operationalized.
- **Refreezing**: The final step is to turn the new concepts into routines and established and expected behaviors. In this stage, the positive reinforcement of behaviors that converge with the change is needed. The practical application of the new behaviors is the best way to accomplish that reinforcement.

As well as in Brown and Harvey's (2006) Organizational Development model, Schein (2004) has pointed out some elements related to resistance to change. To summarize it, instead of driving forces, they are called survival anxiety and instead of restraining forces they are called learning anxiety. From the interaction between these forces, Schein concluded that for the change to be possible there are two principles that need to be pursued: First, the survival anxiety shall be greater than the learning anxiety; and second, the priority is to reduce learning anxiety and not to increase survival anxiety. For that to be possible, Schein (2004) recommends eight steps on how to create psychological safety (see Annex 4): (1) compelling positive vision; (2) formal training, (3) involvement of the leader; (4) informal training of relevant "family" groups and teams; (5) practice fields, coaches, and feedback; (6) positive role models; (7) support groups where learning problems can be aired and discussed; (8) reward and discipline system and organizational structures.

III. Conceptual Framework of Reference

Guiding the assessment of the information, as well as the project itself, with the theoretical models and concepts presented in the literature review, there is a need to summarize and adapt the referred concepts to the specific case of this organization. Following the principle that there is no universally best model of knowledge management, each framework needs to adapt to both practitioners' ability and organizations contingencies (Becerra-Fernandez and Sabherwal, 2001; Burke and Noumair, 2015; Earl, 2001; Markus, 2001). Along with the match between the knowledge management framework and organizations' characteristics and environment, there is also the issue of the limited resources, namely time and money (Brown and Harvey, 2006). Having these resources and other implementation issues in mind, when addressing this problem, is also a critical success factor (Brown and Harvey, 2006; Schein, 2004; Schein, 2009) that needs to be tackled with a more holistic approach to the problem. Therefore, contextual enablers such as culture are considered (Cameron and Quin, 2006; Heisig, 2009).

Therefore, in this chapter, will be shown a Conceptual Framework that will be used as a reference throughout the project and contains the presented theories aggregated and adapted to the organizations' context. This selection was made bearing in mind Burke and Noumair's (2015) perspective that familiarity with the models and easiness of utilization are the critical factors to consider when choosing the instruments and methodologies to apply. Logically and as said before, the philosophical coherence of the basic assumptions (Saunders, et al., 2009) used in each model was considered in order to achieve a more suitable fit between them and a better understanding of the results (Earl, 2001; Nonaka and Peltokorpi, 2006).

A visual representation of the theoretical concepts' aggregation is shown in Figure 8. The outside circle represents the implementation concepts based on the change management concepts, proposed by Brown and Harvey (2006) and Schein (2004, 2009), with some adjustments from Earl's (2001) perspective on how to strategically align the knowledge management program with the organizations' vision. In the institutionalization and Self-Renewal category we can also see some items suggested by Markus (2001) such as the incentives. Looking now at the Enablers circle, we can see the four categories suggested by Heisig (2009) as being the critical success factors of the implementation. Transiting from the Enablers to the Program, we can see an overlap between the two. This overlap aggregates the specific enablers' components in use when defining the program's activities and practices or tools. These components are a collection of perspectives from several authors, namely, the culture concepts from Cameron and Quin (2006) and Schein (2004, 2009), and the participants,

knowledge distance, facilitators, and knowledge repositories or systems by Markus (2001). Regarding the Program, we can see the activities suggested by Dalkir (2011), Markus (2001), Nonaka and Konno (1998), and Nonaka and Toyama (2003), as well as the practices and tools mentioned by De Long and Davenport (2003), Earl (2001) and Markus (2001). All the referred perspectives were used with the needed adaptations and underlining Nonaka's (1994) and Roos and Von Krogh's (1996) philosophical perspective on knowledge management epistemology and theoretical conception.

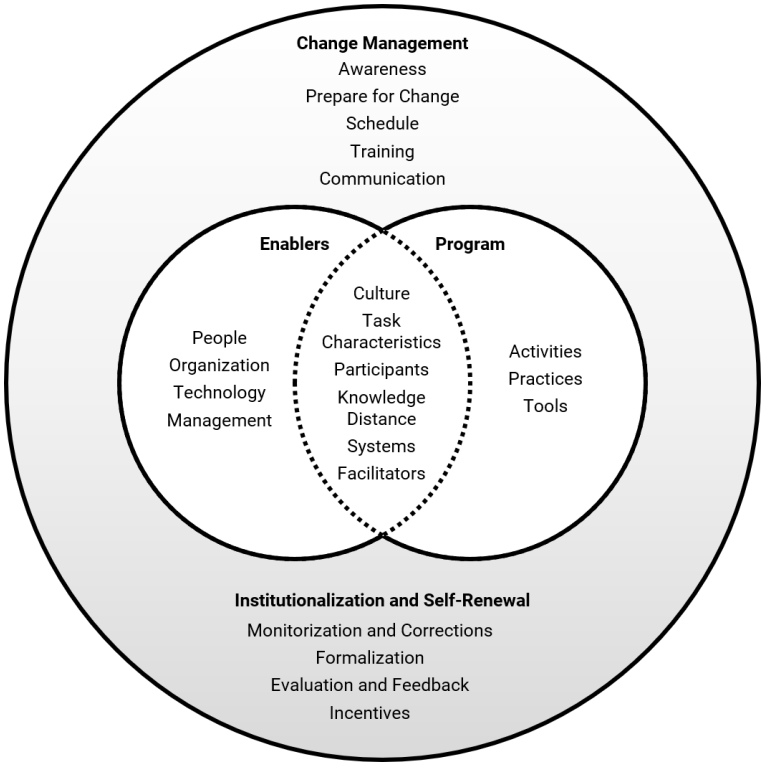


Figure 8: Conceptual Framework of Reference Overview

IV. Methodology

Knowing the purpose of this study (see Annex 11) to be a better understanding of the knowledge management phenomena, more specifically knowledge reuse in the context of this specific organization, as advised by Saunders, et al. (2009), that same purpose must be the starting point to this research's methodology design. As suggested by these authors and mentioned in the literature review, the methodological approach of this study will be defined in more detail in order to give a better understanding of its coherence with the implementation proposal, as well as its relevance. The concepts that will be exposed in more detail compose the Research Philosophy (Bryman, 2012; Denscombe, 2010; Saunders, et al., 2009). Typically, this philosophy is defined through the selection of epistemological and/or ontological assumptions that are coherent with the research question that is being addressed (Bryman, 2012; Nonaka and Peltokorpi, 2006; Saunders, et al., 2009). These assumptions originate a research strategy, followed by the selection of a method of data collection and analysis which contains the techniques and instruments used (Bryman, 2012; Saunders, et al., 2009). The key concepts of the research methodology are summarized in the annex section (see Annex 11).

Starting with the research question, it emerged from a reflection about a difficulty felt in the organization. More specifically, it was informally observed that employees complained about the reuse of already stored information or knowledge sometimes not being possible and or needing to be optimized. This led to the question of whether there is or is not a framework in use with the focus of managing knowledge and if it is adequate to the organizational needs. If stating the existence of a system, its suitability would be a target of analysis and improvements would be considered. If stating the inexistence of a system, a new system would be the aim of the project.

From the context presented, we can easily spot out some characteristics relevant for the selection of the methodology to apply.

4.1. Philosophical Foundations

We have established in the last chapter that knowledge and knowledge management can be analyzed through the lenses of either an objective or subjective perspective. Some authors consider that, given the multidimensional characteristic of knowledge, the best approach is to merge the two (Nonaka and Peltokorpi, 2006). That is coherent with the perspective chosen for this study in a way that it is logic to assume that having both explicit and tacit knowledge, the best way to analyze both is using both perspectives (Nonaka and Peltokorpi, 2006). Nonetheless, given that this is the first approach to the phenomenon of knowledge management

in this organization, the need to analyze it in an interpretivist perspective arises (Bryman, 2012; Saunders, et al., 2009). This need comes from the research question in a way that we need to first understand the phenomenon in order to know what specific points to address with a more positivist approach (Saunders, et al., 2009). That been said, although the project will bear in mind that we need to address knowledge with both perspectives, given the research limitations, the methodology of the research will follow an exploratory and descriptive approach (Saunders, et al., 2009).

4.2. Research Strategy

We are before an inductive research approach (Saunders, et al., 2009) (see Annex 11). Given that the research question came from an organizational symptom, all the steps that followed were built on an inductive perspective. This means that we first observed the phenomenon by analyzing the organization through the window open by the symptom (Bryman, 2012). Starting by diagnosing the situation through the data collection and analysis, the intervention proposal was based on a logic articulation between that critical analysis of the data found and the literature research (Saunders, et al., 2009).

Looking at the research strategy (see Annex 11) that will operationalize the philosophy of research through the method, the Case Study was chosen (Yin, 1981). Requiring a strategy capable of defining the best instruments to understand not only the phenomenon but the context in which it happens, the case study is the go to when trying to peruse an exploratory purpose by finding answer to questions such as “why” and “how” (Saunders, et al., 2009; Yin, 1981). As a matter of fact, Yin’s (1981:100) summary about the suitability of the case study’s application in research summarizes, almost interchangeably, the previously mentioned purpose of this research: “In short, the use of case studies allows one to examine the knowledge utilization process, and ultimately to recommend and design appropriate policy interventions.”. There are two types of designs regarding the number of cases case studies: the single-case design and the multiple-case design (Yin, 1981). If the purpose of the study was to draw conclusions from the comparison of several companies, the multiple-case design would have been chosen but given that the purpose of this research is to focus on the improvement of a specific organization and to draw a project adjusted to its characteristics and needs, the single-case design was chosen (Yin, 1981).

4.3. Sampling

The organization in analysis is a consulting company and by nature the time is a crucial resource. Knowing this, the moments of data recovery were chosen in complete submission to

the availability of the consultants. Therefore, given the time constraints the sampling (see Annex 11) was non-probability and by convenience (Saunders, et al., 2009). It is relevant to mention that this organization is part of a holding group and has two business units in Portugal. Given the lack of resources and time limitations, the research focuses only on the Lisbon business unit. Given the high turnover of the organization, some of the elements that participated in one instant of data collection did not participated in the others. Overall, all the employees at the Lisbon business unit participated in the data collection however in different situations (a more complete description can be seen at Annex 5, 13 and 14).

Concerning the first interviews, were interviewed four consultants from four of the five areas of specialization, namely Sales & Marketing, Engineering & Industry, Banking & Insurance and Tax & Legal. It was also interviewed one team leader responsible for two areas of specialization, namely Banking & Insurance and Tax & Legal. To the second interview, only one consultant from one of the five areas of specialization Engineering & Industry was interviewed.

The observations comprised evidences from seven consultants from five of the five areas of specialization: one from Finance & Accounting, two from Sales & Marketing, two from Engineering & Industry, one from Banking & Insurance and one from Tax & Legal. It was also observed one team leader responsible for two areas of specialization, namely Banking & Insurance and Tax & Legal.

Regarding the answers of the questionnaires, they lack responses from one consultant that was interviewed and observed, one consultant that was observed and one team leader that was interviewed and observed. The answers were collected from nine employees of the Lisbon business unit.

4.4. Data Collection

As it is common in case study researches, a triangulation between data collection (see Annex 11) techniques was accomplished (Saunders, et al., 2009; Yin, 1981). The efforts made to gather information from different perspectives, i.e. triangulation, brings to the table both confirmation and complementarity opportunities so that the findings can be as accurate as possible and cover a greater extent of the phenomenon (Denscombe, 2010). While there were used both primary and secondary sources of data (Saunders, et al., 2009), the central instrument of this case study were the semi-structured individual interviews, using observation, second semi-structured individual interview, questionnaires and documental research for both confirmatory and complementarity purposes.

In short, it was used methodological triangulation between methods, given that we have different methods complementing each perspective, data triangulation, in the sense that different sources of information were consulted, and theory triangulation, presented in the conceptual framework with the aggregation of different models (Denscombe, 2010). Ideally the interviews would be substituted by focus groups in order to enrich the data collected (Saunders, et al., 2009). Having the priorities of the organization in mind and the time limitations of the consultants, namely the difficulty of coordinating the availability of the consultants, the semi-structured individual interviews were chosen as an alternative.

There were used both primary and secondary sources of data. Primary sources of data consist of sources designed and/or applied specifically to the research where the data will be analyzed (Saunders, et al., 2009). In this case, there were applied three different instruments, two qualitative sources as it is the case of the semi-structured individual interviews and participant observations, and one quantitative source, as it is the case of the questionnaires (Saunders, et al., 2009).

The interviews conducted with the purpose of better understand the business process in the search and selection service and the adjacent knowledge reuse activities, as well as the importance and utility of these knowledge reuse activities. A guide and an informed consent form were tailor made to this research and based on the literature review already presented (Annex 6 and 7). Presented with the opportunity of interviewing a employee that was about to leave the organization, and had participated in the first set of interviews, a second interview guide and informed consent form were designed (Annex 6 and 8). The purpose of this interview focused on the retention dimension of the knowledge management in order to complement the assessment of knowledge management activities performed in the organization. A reflection about the importance of the knowledge reuse and retention, as well as the activities performed was also part of the interview.

Regarding the interviews' participants, the 5 participants of the first interview were from both sexes, male (3 participants), and female (2 participants). The ages ranged between 24 and 34, being 2 participants from ages comprised between 24 to 25 years, 2 participants from ages comprised between 26 to 30 years, and 1 participant from an age comprised between 31 to 35 years. The positions held by the participants were junior consultant (2 participants), consultant (2 participants) and team leader (1 participant). The participants were from 4 of the 5 areas of specialty of the company, being 1 from Sales & Marketing, 1 from Tax & Legal, 1 from Banking & Insurance, 1 from Engineering & Industry and 1 from both Banking & Insurance and Tax & Legal. While 3 of the participants did not enter the organization through a trainee

position, 2 of them did, at the beginning, held a position of trainee at Wyser. Looking now at the tenure in the organization, 1 participant has less than or equal to 1 year of experience, 2 participants have between 1 year and 1 month and 1 year and 5 months of experience, 1 participant has between 2 years and 1 month and 2 years and 6 months of experience, and 1 participant has more than 3 years of experience. Regarding the tenure at the present job they held, 2 participants have less than or equal to 1 year of experience, 2 participants have between 1 year and 1 month and 1 year and 5 months of experience, and 1 participant has between 1 year and 6 months and 2 years of experience. One of the participants of this first set of interviews was the only participant in the second set and, to prevent the identification of the participant, the characterization will not be provided. A summary of this characterization can be seen in the annex section (see Annex 5 and 13).

The observations took place in a week subjected to the organizations' availability. Given the nature of knowledge and the activities, the participant observations took place similarly to a on the job training session where the consultants would comment on the tasks they were performing and motives behind them. Some independent observations were also made. Given the work characteristics, office display, and previous contact, the presence of the observer in the organization and purpose of investigation were known. During both the search in the literature and the analysis of the interviews, the topic of culture showed up frequently as a critical factor. Therefore, it was considered relevant to assess the cultural profile of the organization in order to better fit the project to its characteristics and needs.

Given that the correlation between perceived organizational culture and knowledge management has been studied before by Ferreira (2014), linking the Competing Values Framework (Cameron and Quinn, 2006) to intellectual capital dimensions in the context of different Portuguese organizational sectors, the same model of organizational culture was used in this study. Therefore, targeting an assessment of the cultural profile of the organization, the questionnaires applied were the Organizational Culture Assessment Instrument (OCAI) developed by Cameron and Quinn (2006). Lacking a Portuguese version of the instrument as well as the resources to back translate the instrument, a one-way translation was conducted (Dhamani and Richter, 2011). The instructions, as well as the questionnaire itself, were followed as showed by Cameron and Quinn (2006) with the addiction of information about the sample characteristics (Annex 9 and 10). The OCAI aims to assess six dimensions of organizational culture in order to picture the fundamental assumptions that constitute the culture of the organization. In this questionnaire we have four alternatives divided in the six dimensions, in a total of twenty-four items, and the respondent has do divide 100 points among

those four alternatives, inside each dimension, for both the current culture of the organization, the Now, and the one they would prefer in the future, the Preferred. The results from the questionnaire are measures with an average scoring of the responses.

Concerning the referred questionnaires, the responses were gathered from 9 participants, which leaves only 3 employees missing from the total of employees that belonged to Wyser Portugal (Lisbon) at the time of the data collection. The participants' age ranged from 23 to 35 years, being 2 participants of ages comprised between 23 to 25 years, 3 participants of ages comprised between 26 to 30 years, and 4 participants of ages comprised between 31 to 35 years. There were considered both female and male employees, being 6 of the first sex and 3 of the second. Most of the participants were consultants (5 participants) but the sample also contained one trainee, one junior consultant and one manager. All the five areas participated in these questionnaires, being 1 employee from Banking & Insurance, 1 from Tax & Legal, 2 from Finance & Accounting, 1 from Sales & Marketing, 2 from Engineering & Industry, 1 from both Sales & Marketing and Engineering & Industry and 1 did not specify the area of specialization. While 6 of the participants did not enter the organization through a trainee position, 3 of them did, at the beginning, held a position of trainee at Wyser. Looking now at the Tenure in the organization, 4 participants have less than or equal to 1 year of experience, 1 participant has between 1 year and 1 month and 1 year and 5 months of experience, 3 participants have between 1 year and 6 months and 2 years of experience, and 1 participant has between 2 years and 6 months and 3 years of experience. Regarding the tenure at the present job they held, 2 participants have less than or equal to 1 year of experience, 1 participant has between 1 year and 6 months and 2 years of experience, 1 participant has between 2 years and 1 month and 2 years and 6 months of experience, 2 participants have between 2 years and 6 months and 3 years of experience, and 3 participants have more than 3 years of experience. A summary of this characterization can be seen in the annex section (see Annex 5 and 14).

Secondary sources of data consist of instruments that produce data for purposes other than the research they are being used in (Saunders, et al., 2009). To this research, written materials were consulted and analyzed (Saunders, et al., 2009). For this matter, beyond the articles and books that constitute the basis of the literature review and the conceptual framework already showed, the organizational database and website were consulted. Some of the manuals used by consultants and trainees were gathered as well.

4.5. Data Analysis

The dependence of the data analysis techniques (see Annex 11) regarding the data collection techniques (see Annex 11) previously described is logical (Saunders, et al., 2009). Therefore, given that there were collected both qualitative and quantitative data in a complementary and confirmation settings, as explained before, the data analysis techniques are also different.

To the quantitative data regarding the samples' characterization used in each tool, the analysis was conducted using descriptive statistics (Saunders, et al., 2009). A frequency table was constructed and analyzed. The quantitative information collected through the questionnaires were analyzed with arithmetic means were calculated following the indications from the authors (Cameron and Quin, 2006).

Concerning the analysis of qualitative data collected through the semi-structured individual interviews and participant observation, the content analysis technique was followed (Denscombe, 2010; Bryman, 2012; Cho and Lee, 2014; Hsieh and Shannon, 2005). The documental research served two purposes, being the first a literature review on the topic to better tackle the research question, and the second an analysis of organizations' characteristics. For that to be possible, several books and articles, as well as organizational documents were consulted.

4.5.1. Content Analysis

Content analysis is a technique used to analyze text that can be presented in several forms such as writing, sounds, pictures using a logical and straightforward procedure (Denscombe, 2010). Therefore, this technique is applicable to either qualitative and quantitative data collected through sources such as transcriptions of interviews and can be used with either a deductive or inductive approach (Bryman, 2012; Cho and Lee, 2014; Hsieh and Shannon, 2005).

Some authors have suggested different approaches to this technique (Bardin, 1995; Gondim and Bendassolli, 2014), being some more focused on a quantitative perspective (Vala, 1986) and some more focused on the qualitative perspective (Cho and Lee, 2014; Hsieh and Shannon, 2005).

As suggested by Cho and Lee (2014), given that this research follows an exploratory and descriptive perspectives, a qualitative approach to content analysis was conducted. Having as a basis the steps to a Thematic Categorical Content Analysis suggested by Bardin's (1995), some adjustments were made in order to conduct both a deductive and inductive analysis depending on the category at scope (Cho and Lee, 2014; Hsieh and Shannon, 2005). Therefore, the analysis started with an organization phase where a pre-analysis of the data was conducted. This

organization comprised the selection of sources, namely the interviews and observations, proceeding with their transcriptions and re-reading of the materials. Secondly, an exploratory phase was conducted, being performed two different activities, the codification and categorization. The adjustments referred by both Cho and Lee (2014), and Hsieh and Shannon (2005) can be seen in the articulation of the two activities. While Bardin (1995) suggests only a deductive approach to the data exploration, where the rules of codification are established before the selection of relevant elements of analysis, both Cho and Lee (2014), and Hsieh and Shannon (2005) suggest an inductive path to the selection of relevant information where relevant elements are selected as open coding and then rearranged and filtered according to their connections. In short, through a deductive perspective, as the one suggested by Bardin (1995) the initial codes and categories are predefined according to theory or other available information (Cho and Lee, 2014), while through an inductive perspective, as the one suggested by both Cho and Lee (2014), and Hsieh and Shannon (2005) the codes and categories are drawn from the data. In this research, both were conducted: as the Business Process category focused on dimensions already explored in the literature, a deductive approach to coding was conducted; regarding the Knowledge Reusability, given the highly subjective nature of the data collected, an inductive approach was followed. In the deductive approach, the main categories and codes to be explored were based and selected using the literature review as a basis. Then, the selection of the elements of analysis was conducted in order to match the pre-established categories to confirm their existence. In the inductive approach, the selection of relevant statements was conducted, being the categories and codes defined after a re-reading and second analysis of the same statements. Given that we are before a qualitative data analysis, the selection of elements considered the pertinence of frequency registration. This means that the selection of elements considered the avoidance of repetitions, being selected only the first reference to a specific element by each participant. To better understand their connections, a Coding and Categorization Map can be seen in Annex 14, and a definition of their meanings and coding rules can be seen in Annex 16. The Matrix of Results, which summarizes the categorization of all selected elements and their frequency, can be seen at Annex 17.

The last phase corresponds to the interpretation of the data by interpreting the selected categories and codes and giving meaning to the analysis, retrieving conclusions from it.

V. Diagnosis

5.1. Company's characterization

Founded in 2013 in Milan, Italy, Wyser is born as an internal start up to Gi Group Holding Srl in the context of a reformulation of the recruitment and selection activity for middle and upper management (GiGroup SpA, 2019b). The company has been establishing branches in several countries, currently counting on a total of 12: Brazil, Bulgaria, China, France, Italy, Poland, Portugal, Romania, Russia, Serbia, Spain, and Turkey (Wyser, 2019a).

The origin of the Gi Group goes back to Générale Industrielle. Established in 1998, Générale Industrielle acquires the employment agency of Fiat Group in 2004. This acquisition was the starting point to the creation of the Gi Group that, in 2008, is established as a brand and becomes the largest Italian job agency (GiGroup SpA, 2019b). Currently, the group provides several services in the area of human resources (Temporary Employment, Permanent and Professional Staffing, Search and Selection, Executive Search, Training, Outplacement, HR Consultancy, and Outsourcing) (GiGroup SpA, 2017). These services are provided by several brands (Gi Group, Wyser, EXS, C2C, Gi on Board, Gi HR Services, Asset Mgmt, Tack, TMI, OD&M Consulting, INTOO, Enginium, QiBit, among others) (GiGroup SpA, 2017). Gi Group is present in more than 40 countries spread across 4 continents, both through a direct and indirect presence (GiGroup SpA, 2019a).

5.1.1. Wyser Portugal

Establishing a presence in Portugal on February 11th, 2015, under the name GIGP - Empresa de Trabalho Temporário e Recursos Humanos, Lda, Gi Group starts its activity with Share Capital of 50,000.00 €. Following this arrival, Giwyser Search and Selection, Lda, known as Wyser Portugal, is founded on July 2nd, 2015, as a limited liability company (Racius Gigp, 2019; Racius Giwyser, 2019).

Acts under the Business Activity Code - BAC (SICAE, 2019):

- Principal BAC: 78100 - Personnel Selection and Placement Activities;
- Secondary BAC: 85591 - Professional Qualification.

Headquartered at the Heron Castilho Building in Lisbon, Wyser Portugal has also an office in Oporto, in the Mapfre Building (Wyser, 2019b).

5.1.2. Strategy and Services

The purpose behind the creation of this company was to provide a more specialized service of recruitment and selection for middle and upper management. This change is intrinsically

attached to its mission to "empower people and organizations in the global world of work" enabling "the right match between growing companies and talented managers" (Wyser, 2019c). This specialized approach is possible not only by the international presence of the company and group, but also the planning-oriented methodology and consultancy approach. Regarding the international presence, Wyser has a wide range of specialized teams across several countries which translates into more available resources to better the services provided. Concerning the methodology, it is highly focused on the identification of client's needs when designing the intervention but also in the personal development of the candidates in order to establish a long-lasting partnership with both parties (GiGroup SpA, 2019c).

Duelling to fulfil its purpose, Wyser provides tree services that derive from its mission (Wyser, 2019d; Wyser, 2019e; Wyser, 2019f; Wyser, 2019g):

5.1.2.1.Search & Selection

Performed in three phases, the search & selection service starts with an analysis of the company's internal and external environment, that is, the market in which it operates and their needs and characteristics. Then, moves to the search phase where all the information gathered constitutes a target that will be shared through the company's channels in order to attract candidates. At the same time, this profile is being hunted in the internal database, the company's network and industry's job market. In the last phase, the candidates recruited are scanned through a competency-based interview or additional testes and assessments if needed. After the analysis, a short-list of the best candidates is presented to the clients that can choose to have the company's advisory and support about remuneration and compensation packages as well as the integration of the chosen candidate.

During the process both the client and candidate receive continuous feedback about the process.

5.1.2.2.Market Mapping

As well as in the search & selection service, an analysis of the client is undertaken and used to pinpoint the right targets to find. After defining those targets, the design of the market that will be mapped is drawn. Knowing what to look for, the consultants at Wyser investigate the market and collect all the information that will be summarized into a Mapping Report shared with the client.

5.1.2.3.Assessment Centre

For cases that require a more robust process to pinpoint potential, both internal and external, the company gives the option of elaborating an assessment center. In this service, certified Wyser's consultants uses several assessment and evaluation tools to identify with more precision the right candidates, that is, the candidates that have the best fit with the position.

Through these techniques, critical skills are identified, and constructive feedback is given in order to seize their potential.

5.1.3. People and Structure

To better understand the social dynamics of the organization, a description of Wyser's structure was conducted. The structure was described using an organogram shared by the company while the turnover derived from the data shared by the company. Some aspects of the formal structure and specially the report issue was collected through the interviews and observations as well. Ideally, a cultural profiling of the organization would be added to the analysis of the structure but, given that the cultural dimension is critical to this research, the data collected will be analyzed in more detail in the results section of this chapter.

5.1.3.1.Organizational Structure

Having only the Lisbon Business Unit of Wyser Portugal in the scope of analysis, we can see that the structure is based on teams of experts in specific areas. There is a formal vertical hierarchical report system in place. Nonetheless, there the responsibility of the projects relies highly on the consultant in charge of it. This means that the consultant has flexibility to, between some pre-established roles of thumb that are passed to the consultants in terms of costumes in the company, fulfill their role the way they believe is the best to achieve the company's goals.
Given the high turnover (that will be explained next in more detail) it is presented the two different organograms observed in the company, one from the beginning of the project and the second from the last moment of data collection (see Figure 9 and 10). As shown in the two organograms (see Figure 9 and 10), the turnover creates situations where the employees' direct report can change a lot depending on the person that is leaving the organization. This aspect was highlighted in one of the interviews, being mentioned a situation where the direct report of this employee changed three times in one year and eight months (see Figure 9 and 10).

5.1.3.2.Turnover

Turnover, more specifically voluntary turnover, can be defined as the voluntary cessation of the affiliation of employees with the organization they are currently working, in a context where there is an opportunity for them to stay (Shen, Cox and McBride, 2004). Several factors are suggested to impact this decision, namely, job satisfaction, workload and working pattern, career development and training, pay/salary, and unpleasant working environment and location (Shen, Cox and McBride, 2004).
Consulting firms are considered to have a high turnover rate (Stumpf and Tymon Jr, 2001). Through the course of this research, this organization presented reasons to believe that this

observation corresponds to the reality of the firm. Not only was verified the voluntary turnover of three consultants from the first moment of data collection to the second, but the preoccupation with colleagues' departure was shared in all interviews, being the turnover of the organization been mentioned in three of them as being a critical threat to be overcome by the organization in terms of knowledge management, in both retention and reuse situations (see Annex 15 and 16).

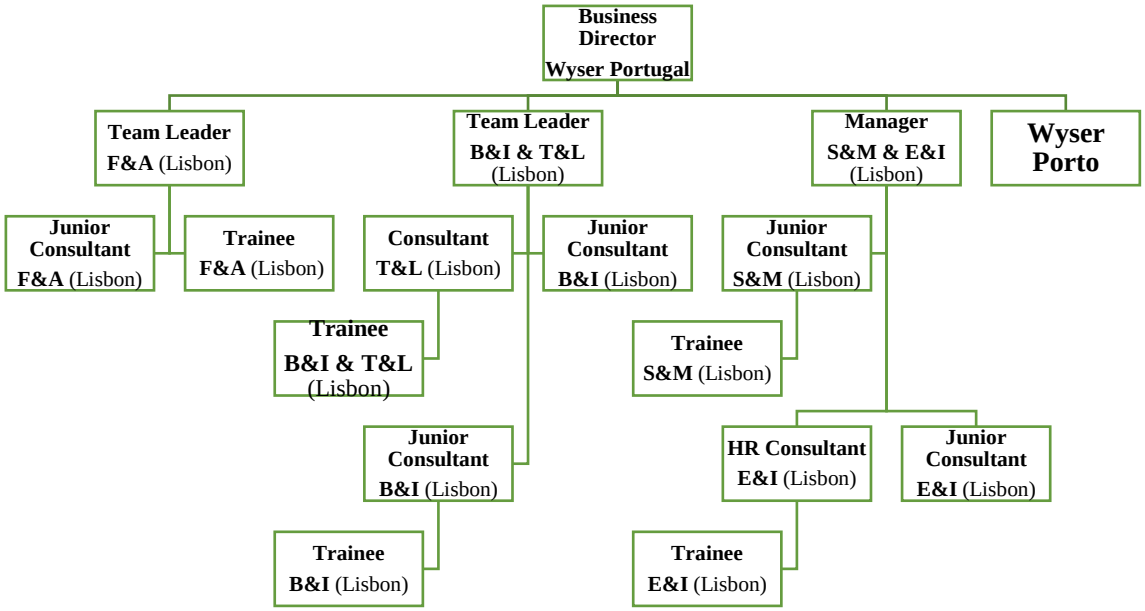


Figure 9: Wyser Portugal: Lisbon Organogram - April 2019

Source: Wyser's Internal Document

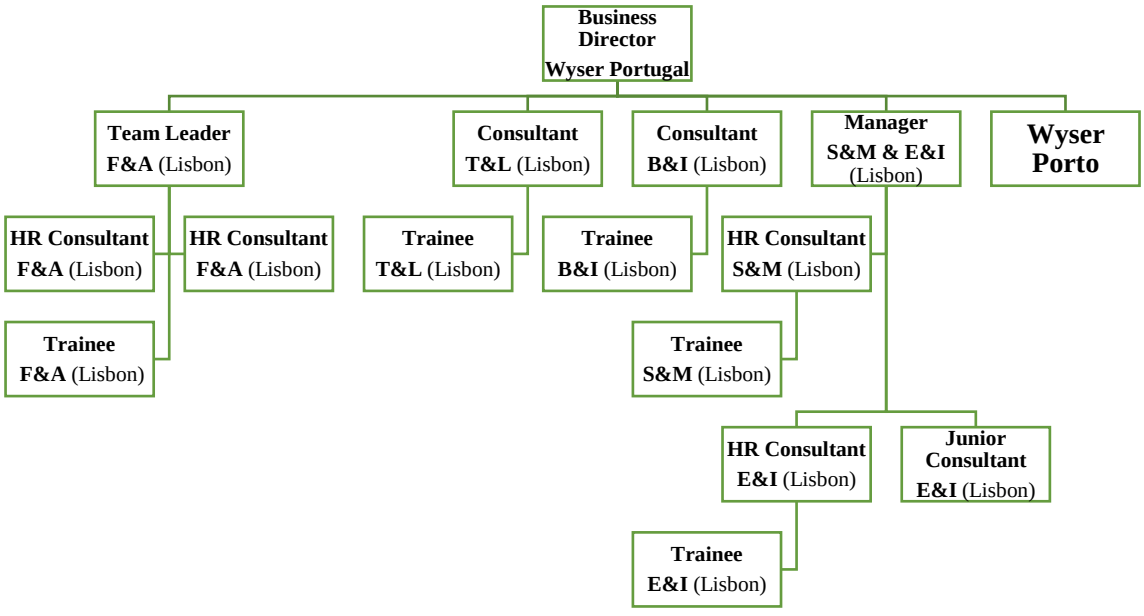


Figure 10: Wyser Portugal: Lisbon Organogram - June 2019

Source: Wyser's Internal Document

5.2. Results

5.2.1. Interviews and Observations

The purpose of multiple methods of data collection is the complementarity and confirmation of the data regarding the phenomena in study. Therefore, the analysis of the two different types of semi-structured individual interviews and the observations was made together. Being the possible identification of the employees seen as an issue relevant for their comfort, the participants of the observation were not characterized in the data gathering.

As stated before, the pertinence of analysis of the two main categories, Business Process, and Knowledge Reusability, is related to the purpose of this research. Following a descriptive approach to the Business Process, the object of analysis in this first category was the Search and Selection activity. This analysis aims to understand how knowledge management is conducted during the business process, along with its elements. Despite not analyzing it in greater detail, due to confidentiality reasons, the subcategory Knowledge Categories can be considered as a more detailed aspect of this service, therefore, more sensible information. However, based on the description by Mileham (2000), this subcategory was analyzed as being generic to all companies in the sector, to avoid the referred confidentiality issues. Therefore, to the scope of this research, it was only conducted a confirmation of its presence in the process rather than an extensive analysis. Regarding the other subcategories, the Knowledge Management Activities with a focus on Knowledge Reuse were analyzed in order to better understand what activities are developed, as well as the Knowledge Type that was managed through these same activities. The Knowledge Management Tools and Practices used to conduct these activities were also analyzed. Based on the literature review, and as exposed in the Conceptual Framework of Reference, these were the subcategories considered most relevant to a more complete description of the knowledge management critical components, aside from the cultural factor that was analyzed through the questionnaires. Following an exploratory approach, the Knowledge Reusability category was analyzed. This means that the content analysis conducted for this category is much more concerned with understanding the context of the Knowledge Reuse in the company by exploring the opinions regarding the overall appreciation of the whole process, obstacles, and improvement opportunities. Given that these are employees' personal opinions regarding a specific situation of a specific company, these codes derive from the interpretation of the analyzed messages rather than from a previous analysis of the literature. This analysis regarding the Knowledge Management Practices with a focus on Knowledge Reuse, combined with the assessments made by the participants

themselves, as well as the literature suggestions, on what to improve, will serve as the basis for the intervention proposal. For more information about the data presented see Annex 15 to 18.

Starting with the Business Process category analysis, for the Knowledge Management Activities subcategory, the following codes were selected: (1) Capture, (2) Document, (3) Store (with Passive Share), (4) Active Share, (5) Search, (6) Select, (7) Reuse, and (8) Update (see more detailed descriptions in Annex 16). In this same subcategory was also considered the code (9) Not Retained to identify mentions of Business Process situations where there is awareness of knowledge that is not integrated into this management cycle. Apart from Select and Update activities, for which evidence was collected from only one instrument, specifically the first set of semi-structured individual interviews, all other activities were gathered from at least two instruments. In that same set of interviews, while Select activity was mentioned by only 2 participants, the Update activity was mentioned by 4 participants. Capture, Document, Store (with Passive Share), Active Share, Search, and Reuse activities were evidenced in both the first set of semi-structured individual interviews and observations. In this same group of activities, evidenced in both instruments, apart from the Search activity, which was mentioned only by 3 participants, the remaining were mentioned by all 5 participants. Regarding the Not Retained element, along with the evidence from observations, mentions were collected from 4 participants, 3 in the first set of semi-structured individual interviews, and 1 in the second set of semi-structured individual interviews. The Capture activity has the most mentions collected (37 mentions), followed by Active Share (25 mentions), Document (24 mentions), Reuse (22 mentions) and Store (with Passive Share) activities (20 mentions). The least verified activities were Select (2 mentions), Update (6 mentions) and Search (7 mentions). Despite being referred to several times and collecting mentions through all the instruments applied, only 9 mentions regarding the Not Retained element were collected.

For the Knowledge Type subcategory, the following codes were selected: (1) Decontextualized Data (Explicit), (2) Contextualized Data (Explicit), (3) Data Context (Explicit), and (4) Knowledge (Tacit) (see more detailed descriptions in Annex 16). Although evidence was collected for all listed knowledge types, the Decontextualized Data (Explicit) and Data Context (Explicit) types were referred to only in the first set of semi-structured individual interviews and by only 1 participant each. Concerning the Contextualized Data (Explicit) type, this was reported by all participants, both in the first and second sets of semi-structured individual interviews, not being directly observed for confidentiality reasons. Knowledge (Tacit) was evidenced in the observations and both sets of semi-structured individual interviews, being mentioned by all interview participants. Occupying the place of most evidenced Knowledge

Type, Knowledge (Tacit) recorded 24 mentions, followed by the Contextualized Data (Explicit) with a record of 10 mentions. The remaining 2 elements recorded of only 1 mention each.

For the Knowledge Management Tools subcategory, the following codes were selected: (1) Notebook, (2) Document Type 1, (3) Document Type 1, (4) System 1, (5) System 2, (6) System 3, (7) Corporative Email, and (8) External Web Platforms (see more detailed descriptions in Annex 16). The several types of documents, as well as the several systems, have been uncharacterized regarding confidentiality issues. Evidence was collected for all 8 tools, both in the first set of semi-structured individual interviews and observations. Concerning Document Type 2, System 1, System 2, and External Web Platforms Tools, evidence was collected from all 5 interview participants. The Document Type 1 tool was referred by 4 participants and both the Notebook and the Corporative Email tools referred by only 3 participants. System 1 was the most evidenced element (12 mentions), followed by Document Type 1 and System 2 (both with 10 mentions). Regarding Document Type 2, Corporative Email and External Web Platforms tools, 9 mentions were recorded. The least evidenced tools were System 3 (5 mentions) and Notebook (4 mentions).

For the subcategory Knowledge Management Practices, the following codes were selected: (1) Training, (2) Offboarding (see more detailed descriptions in Annex 16). Evidence regarding Training and Offboarding was collected in both interview and observation contexts. However, while Training was mentioned in the first set of semi-structured individual interviews, Offboarding was mentioned in the second, both elements being mentioned by only 1 participant during the interviews. In terms of evidence recording, Training recorded 11 mentions, while offboarding recorded only 4 mentions.

For the Knowledge Category subcategory, the following codes were selected: (1) Candidates, (2) Projects, (3) Clients, (4) Market, and (5) Process (see more detailed descriptions in Annex 16). For the Knowledge Category subcategory, the existence of knowledge to be managed from all 5 categories was confirmed by all 5 participants in the first set of semi-structured individual interviews. As is was not addressed or analyzed in the second set of semi-structured individual interviews, nor in the observations, each element of this subcategory has a total of 5 mentions.

Looking now at the Knowledge Reusability category, for the Appreciation subcategory, the following codes were defined: (1) Not Easy, (2) Easy in some cases, (3) Easy, (4) Very Important, (5) Work Efficacy, (6) Work Efficiency, (7) Learning Enhancement, and (8) Confidentiality (see more detailed descriptions in Annex 16). Despite all elements under analysis being evidenced in the first set of semi-structured individual interviews, only the elements Work Efficacy and Learning Enhancement were evidenced in the observations.

Learning Enhancement was also evidenced in the second set of semi-structured individual interviews. Regarding the participants, although 2 rated the ease of reusing information as Easy at first (2 mentions), all 5 participants eventually classified the overall process as Not Easy (5 mentions). However, 4 participants made it clear that under certain conditions, the process can be easy (4 mentions regarding the Easy in some cases element). The opinion that Knowledge Reuse is Very Important was also unanimous among the 5 participants (5 mentions), as well as the notion that Confidentiality needs to be present (5 mentions). Regarding the reuse benefits, the most notable was the Work Efficacy (4 mentions) reported by 3 participants, followed by Learning Enhancement (4 mentions) referred by 3 participants, 2 of them corresponding to the first set of semi-structured individual interviews. Finally, the importance related to Work Efficiency (3 mentions) was reported by 3 participants.

For the Obstacles subcategory, the following codes were defined: (1) Turnover, (2) Knowledge Loss, (3) Need to Ask the Colleague, (4) Lack of Formalization, (5) Lack of Holistic Perspective, (6) Lack of Activities' Optimization, (7) Lack of System Integration, (8) System Unfit with Needs, (9) Lack of Time, (10) Avoidance to Storage, (11) Incomplete Storage, (12) Incomplete Share (see more detailed descriptions in Annex 16). Of the 12 obstacles mentioned, only 3 were evidenced through the 3 instruments applied, they are the Lack of Activities' Optimization, the Turnover, and the Incomplete Storage. Despite not being evidenced in the observations, the Knowledge Loss obstacle was mentioned in both sets of semi-structured individual interviews. The obstacles Need to Ask a Colleague, Lack of Holistic Perspective, Lack of Time, and Avoidance to Storage, although not present in the second set of semi-structured individual interviews, were mentioned in both the first set and observations. The Incomplete Share and the Lack of Formalization obstacles, although not verified in the first set of semi-structured individual interviews, were mentioned in both the second set and observations. The Lack of System Integration and the System Unfit with Needs obstacles were mentioned only in the first set of semi-structured individual interviews. The Lack of Activities' Optimization obstacle was the most evidenced (7 mentions) being mentioned by all participants. Both with 5 mentions each, the Lack of Time (referred by 4 participants) and Incomplete Storage (referred by 3 participants in the first set of semi-structured interviews and 1 in the second) were the second most evidenced obstacles. Turnover was mentioned as being an obstacle by 2 participants in the first set of semi-structured individual interviews and 1 in the second, recording a total of 4 mentions. Knowledge Loss was mentioned as an obstacle by 3 participants in the first set of semi-structured individual interviews and 1 in the second, also recording a total of 4 mentions. The Lack of System Integration and the System Unfit with

Needs obstacles were mentioned by 3 participants, recording a total of 3 mentions, while the Avoidance to Storage obstacle, although also registering 3 mentions, was referred to by only 2 participants. Both registering only 2 mentions, the Need to Ask the Colleague and the Lack of Holistic Perspective obstacles were both referred by 1 participant in each set of semi-structured individual interviews. Lastly, the obstacles Lack of Formalization and Incomplete Share were mentioned by only 1 participant in the second set.

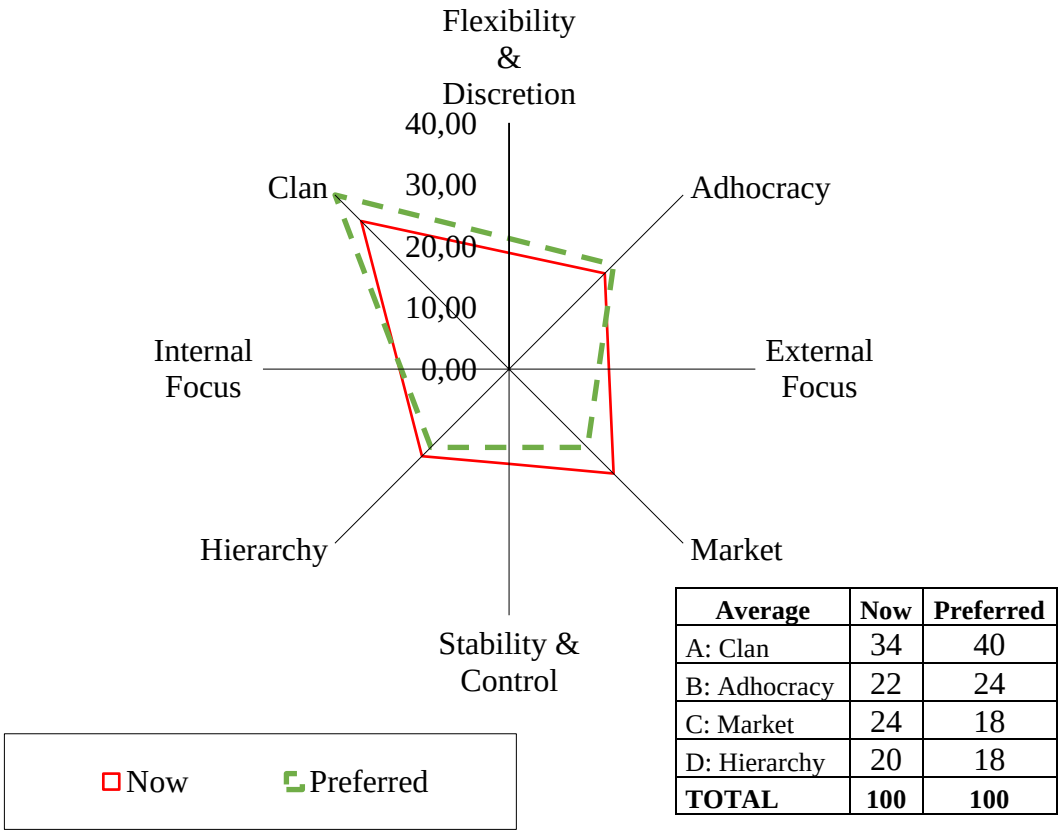
For the Improvements subcategory, the following codes were defined: (1) Best Practices, (2) Better Organization of Activities, (3) Formalization of the Offboarding, (4) Externalization of Tacit Knowledge, (5) Backup Contact, (6) Integrated System, (7) User Friendly System, (8) Standardization, (9) More Complete Storage (Context), (10) Facilitator (see more detailed descriptions in Annex 16). Although being only recorded evidence in the first set of semi-structured individual interviews, the suggestion of an Integrated System was the most frequently mentioned improvement, corresponding to a total of 4 mentions from 4 participants. The suggestion of a User-Friendly System was recorded in both the first set of semi-structured individual interviews and observations, being referred to by 2 separate participants and corresponding to a total of 3 mentions. The improvements Best Practices, Better Organization of Activities, Externalization of Tacit Knowledge, Standardization, and More Complete Storage (Context) were evidenced in both the first and second set of semi-structured individual interviews, having all a total of 2 mentions each, from 1 participant from each set. Finally, with a total of 1 mention each, the Formalization of the Offboarding, the Backup Contact, and the Facilitator improvements were suggested. The first two were evidenced by 1 participant in the second set of semi-structured individual interviews and the last improvement was evidenced in the observations.

5.2.2. Questionnaires

Through the analysis of the questionnaires, an assessment of the cultural profile of the organization was conducted. This assessment was possible with the help of the widely used Organizational Cultural Assessment Instrument – OCAI (Cameron and Quin, 2006).

Analyzing the answers to the questionnaires, as we can see in Figure 11, regarding the total Now cultural profile, the clan culture is shown to be the dominant one with 34 average points, followed by the market culture with 24 average points. The adhocracy and hierarchy cultures showed 22 and 20 average points respectively.

Regarding the total Preferred cultural profile, the clan culture is shown to be the dominant one with 40 average points, followed by the adhocracy culture with 24 average points. The hierarchy and market cultures both showed 18 average points.



Average	Now	Preferred
A: Clan	34	40
B: Adhocracy	22	24
C: Market	24	18
D: Hierarchy	20	18
TOTAL	**100**	**100**

Figure 11: Cultural Profile

Source: Information gathered through the questionnaires (see Annex 19 and 20) built and adapted from Cameron and Quin (2006), and Ferreira (2014). A diagram of each isolated dimensions can be seen in the annex section from Annex 21 to 26.

From the Now to the Preferred cultural profiles, we can see that, despite being dominant in both scenarios, the clan culture registers an increase in the preferred scenario of 6 average points. The second most dominant culture changes from market to adhocracy, when market culture changes from 24 average points in the Now scenario to 18 average points to the Preferred scenario, even though the adhocracy culture increases only 2 average point from the Now to the Preferred scenario, going from 22 to 24 average points. The hierarchy culture changes 2 average point from the Now to the Preferred scenario, going from 20 to 18 average points, matching the market culture as the least preferred culture.

Despite all these changes, according to Cameron and Quin (2006), as there is no distance equal of higher than 10 average points, there is no critical situation where a cultural change is highly needed.

Exposing now at the characteristics related to these numbers, Wyser's cultural profile will be described using the data retrieved from the observations and interviews, according to Cameron and Quin (2006) descriptions and at Schein's (2009) three levels of analysis (see Figure 11, Annex 15 to 18 and 21 to 26):

- **Artefacts**: It all starts with the recruitment of the trainees, which is a responsibility of the team to whom they will be assigned to. Team-members are encouraged to freely voice their opinions with each other and suggest or share what they think and know with one another. When an employee has an obstacle to overcome, asking a colleague for help is the standard procedure. Working in an open-space setting, it can be seen an environment where all members, specially the leaders, tend to playfully joke with each other in order to laugh together and create friendships;
- **Espoused Values**: The importance of collaboration to the employees can be seen through the repeatedly awareness to the need for recording and sharing information with colleagues. All the members responsible for the guidance of either consultants or trainees teach and act accordingly to the importance of availability to answer any kind of questions. The refusal of helping a colleague is something reproved and, when detected, corrected by the other members of the group. There is space for the employees to voice their opinions and give suggestions, as well as show alternative paths to fulfil the goals. There is a formal hierarchy, but the leaders are seen more as a guide and teacher than an authoritarian controller;
- **Underlying Assumptions or Shared Tacit Assumptions:** Learning by doing with colleagues, asking around and sharing work to facilitate peer's activity is something that comes natural in the organization. When someone has a problem or an obstacle, it is almost intuitive for others to offer help and collaboration. The feeling of belonging to the team is characteristic of the firm, mainly through a high orientation to building trustworthy relationships with colleagues, candidates and clients.

From this description, the characters of a clan culture are noticeable (Cameron and Quin, 2006). Nonetheless, it was also mentioned that these characteristics were starting to fade away in a way that a higher peruse for accomplishing better results was being put as a priority by the organization. The pressure for a more rapidly response to the market's needs in order to be more competitive and grow more rapidly was said to be a factor responsible for a decrease of openness to new ideas given the less time available to analyze them in order to assess their

added value. These characteristics can be seen as an increase of a market culture (Cameron and Quin, 2006). Employees mentioned that the instability caused by a lack of formal orientation created some discomfort towards sharing insights.

Wyser has a predominant cultural profile, which is the clan culture, followed by a highly present market culture (Figure 11). Using Ferreira's (2014) study as a reference for interpretation, we can see that Wyser's predominant cultural profile, clan culture, is expected to promote better customer and human capital retention and share. This means that, following Ferreira's (2014) findings, Wyser has a higher probability to benefit from the right environment to promote knowledge share. Nonetheless, despite being expected to better promote a customer and structural capital retention and share, the market cultural profile, which scored high at Wyser's assessment, evidenced a negative impact on these activities regarding human capital. This can be seen as a threat to the share promoter environment. However, employees scored a lower level of market culture in the Preferred cultural profile, which, when related to the content of the interviews conducted, can be seen as an orientation to a more share conducive environment. In short, the cultural environment of the company, despite not being the ideal to promote knowledge share, is conducive to it. Moreover, the employees manifested a desire to a culture that better supports the knowledge share, which indicates a greater awareness for its importance and can work as an enabler for the change inherent to the intervention proposal. It is important to highlight the fact that the observations were conducted before the questionnaires took place and, due to voluntary turnover, some of the participants of one group did not correspond to the participants of the other. Nonetheless, the results from both data collection tools retract similar situations.

5.3. Critical Analysis

Starting by a descriptive overview of the overall knowledge management cycle performed at Wyser comprises the capture, documentation, storage (with passive share), active sharing, and knowledge reuse activities. These activities are repeatedly performed across the performance of the business process. In this cycle, there were few mentions of packaging or update activities where the information that is stored is correctly assessed and preparations for an easier reuse were conducted. Given that these practices are the means to adapt the documented and stores information for the reuse from employees with different knowledge distance from the knower that externalized it, their diffusion would facilitate the reuse of information and knowledge. The knowledge managed in this cycle is both tacit and explicit, and there is often no integration of full details concerning the context in which it was collected. The information collected concerns

various objects characteristics of a recruitment and selection process, namely, candidates, projects, clients, markets and processes. Given the specificity of the two types of knowledge (explicit and tacit), tools are used for explicit knowledge management and practices are applied for sharing tacit knowledge. Regarding the tools, these are diverse and not integrated. There are at use 2 different types of documents, 3 different systems, 1 physical tool (notebooks) and 2 different types of platforms, the corporate email and the web platforms. The practices are training and offboarding meetings, being the communication of their outputs either informal or incomplete. There is, however, tacit knowledge that is not retained in the organization.

Regarding the strategic integration of knowledge management in the company, there is no formally defined strategy communicated to employees. Although there is no formal integration of knowledge management into the company's strategy, its importance and necessity are present at the deepest levels of culture. This is noticeable not only by direct mention of the workers but also by the cultural diagnosis, being the clan culture characterized by the value and promotion of sharing, accompanying and helping behaviors among the members. However, this culture is also characterized by greater freedom concerning job performance, which, combined with the flexibility needed to better adjust to business needs, ultimately results in a lack of formalization, standardization and even, in some cases, of activities' organization. In a scenario where there is no transversal strategy that standardizes the rules under which procedures should be designed, although there is a common goal of sharing, the ease of conducting reuse activities is affected. The mismatch between consultants' individual ways of action, compounded by a disintegrated system and lack of time for administrative procedures, which are time consuming, often results in the avoidance to perform such activities. This leads to incomplete storage and sharing of knowledge. To bypass this situation, the practice of asking colleagues for the needed information or knowledge is a necessity felt by the employees. Being turnover a reality highly present on the day to day life of these employees, when the understanding of the knowledge retained is dependent on the employee who documented and stored it, knowledge loss also becomes a reality.

In this context, the need to define a knowledge management strategy is evident. A correct definition and communication of the strategy would allow a better organization of the activities. These activities should be Best Practices selected among the ones performed by the employees and made standard whenever possible, aiming at an optimization and consequent more complete knowledge retention. Providing the necessary tools for the operationalization of the defined strategy and selected best practices, either an integrated system should be created, or an integration among existing systems should be implemented, improving its user experience

through a better adjustment with the needs of the activity conducted by the workers. Regarding the difficulties experienced in retaining tacit knowledge, its externalization into the repository should be facilitated through manuals or technical books as suggested. However, a supplement should also be provided regarding the transmission of the so-called “sensitivity” that workers have. In other words, the transmission of tacit knowledge that is more difficult to externalize should be facilitated through social interactions between employees. Concerning the employee-customer relationship, the creation of more contact points could be an alternative. Nonetheless, the lack of time and human resources is an obstacle which precludes its implementation. In order to facilitate the adoption of new practices, the use of a facilitator who may be a point of reference for monitoring and supporting workers on policy issues may be provided. Although mentioned as a possible bridge between the worker who seeks for knowledge and the potential knower in the company, this role can be articulated within the system where knowledge is retained. Aiming at an institutionalization of these practices, a formalization of its conduction is needed. Here it is important that the procedure whereby workers are offboarded is also formalized as it is the last chance for assessing and conducting retention and sharing of knowledge. The implementation of a more robust knowledge management process is expected to converge with the benefits highlighted by the employees, such as a more efficient and effective work performance, and enhanced learning.

VI. Intervention Proposal

Based on the theoretical research about the topic and the subsequent diagnostic of the organization's situation, this project aims to develop a process that will improve the organization's knowledge management, with special attention to the reuse situations. Given that we are before a knowledge-intensive organization, we can see that the business process largely matches the knowledge management process. According to this perspective, the intervention was designed not as a new process to be implemented in the organization, but as the introduction of new practices into the existing process. Since most of the knowledge to be reused appears as a by-product of this activity or derived from a reflection about that same activity, this process happens, for the most part, simultaneously with the activity of the employees. These practices aim to take advantage of improvement opportunities, to correct failures and overcome obstacles. Bearing in mind the importance of the organizational culture in the knowledge management process, the intervention contemplates not only the employee's performance but also the moments of adaptation, at the time of both entry and departure of the organization. As suggested by Dalkir (2011), its implementation shall be conducted through a toolkit to increase the probability of success through a better understanding (see Annex 29). An overall chronogram of the timetable of the project's implementation can be seen in Annex 27.

Starting with the presentation of the intervention overview, all phases and interconnections can be seen in Figure 12 and the project can be seen in more detail in Figure 13.

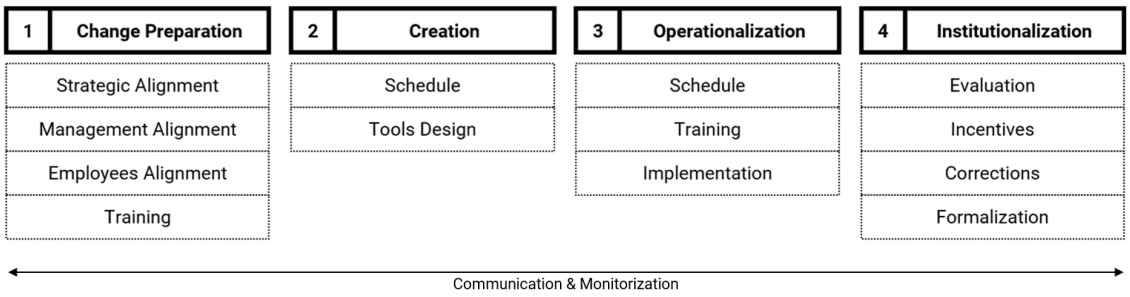


Figure 12: Intervention Overview

Before exploring each of the implementation phases in more detail, it is important to understand how the knowledge cycle is expected to happen in the knowledge management process once the improvements are implemented.

6.1. Knowledge Management Process

Starting by exploring the cycle of knowledge, we can see from Figure 13 that everything begins with the Business Process, being the knowledge generated and captured from the activity developed by the employees. Thus, this knowledge may arise as a passive by-product of this

activity, as it is captured in the form of field notes that the consultants are making. It may also come from an active review of the consultants' experience. In this case, the notes do not appear passively from the activity. Instead, the lessons learned, and good practices are recorded and taught to colleagues. This corresponds not only to the knowledge of how to develop the tasks, but also the knowledge about the market, developed after an extended period of contact with the respective players, that is, candidates, and clients. In terms of categorization, the knowledge that arises passively from the activity is already externalized, in the form of explicit knowledge. Concerning actively captured knowledge, it needs to be externalized when captured and internalized at the time of acquisition. The tools and techniques previously created are intended to facilitate these conversions.

Focusing now on explicit knowledge, it is shared passively with the organization and its members as it is registered in a repository, available to all employees. The process by which it is shared begins with its capture and documentation meetings with clients and candidates by recording the information shared during these meetings. After this registration in the form of employees' field notes, this explicit knowledge needs to be packaged. Adapting Markus (2001) perspective to this context, packaging explicit knowledge comprises all preparation activities that aim at enabling its research and reuse in a more easy and fast way. Then, it is extremely important that the decontextualized data be stored with the retrieved contextual information of the same information. In other words, the observed data needs to be separated from the assessments made, and both the context and criterion of these evaluations need to be equally recorded. After this preparation, explicit knowledge is passively distributed and shared by the remaining members through its insertion in the repository, open to all employees. The knowledge reuse starts with the definition of a search condition by the employee with reuse intent. Knowing what to look for, this person will then search for the location where the information or knowledge is stored in the repository. After finding the information or knowledge, the relevant content will be filtered, and, consequently, contextualize to the situation in which it will be reused. After reusing the information or knowledge, depending on the outcome of this reuse, there may be an opportunity to correct the information or conduct any other type of update.

Looking now at the case of tacit knowledge, it is actively shared using three activities. In the case of the externalization activity, according to Nonaka's (1994) perspective, this consists of a reflection on the knowledge acquired and its translation to explicit knowledge. This translation can be documented and packaged as previously described. The main difference in the reuse of knowledge about experience and task performance, as suggested by Nonaka (1994), compared

to the previous one, is related to the need for internalization. This tacit knowledge needs to be learned for its reuse to be possible. In other words, while the explicit knowledge first described relates to information about the activity, this externalized tacit knowledge relates to technical expertise which may require a greater concern with internalization to enable reuse. In the socialization activity (Nonaka, 1994), tacit knowledge is transmitted directly from one employee to the other, opening the opportunity to the internalization activity without the need to convert knowledge from tacit to explicit forms. Regarding the socialization activity, knowledge is transmitted through techniques such as mentoring, coaching and/or training (De Long and Davenport, 2003; Markus, 2001). As suggested by Markus (2001), documenting and packaging the outputs of these programs, in this case, in the previously mentioned repository, would allow a more permanent retention of this knowledge (Markus, 2001).

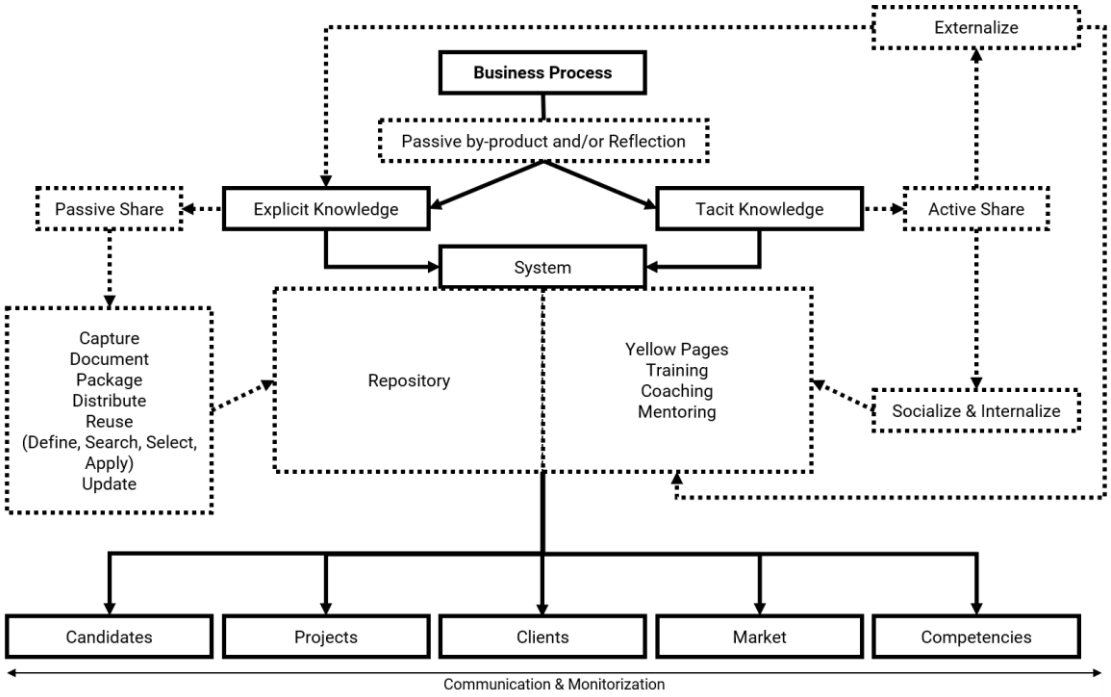


Figure 13: Knowledge Management Process Overview

Through the unification of the repository into a single system, with the respective interconnections between categories of information, it will be possible to facilitate the reuse of knowledge through its easier contextualization. This is possible given that the various categories of knowledge collected, namely, candidates, projects, customers, market, and skills, are intrinsically interconnected and their understanding is interdependent.

As already mentioned, part of this process was observed in the previous chapter as already being done in the organization. Through this situation, the improvements' implementation will

count on the employees' active participation. This participation concerns the construction of the materials using employees' knowledge to achieve greater adequacy of the same materials to the organization's reality. Entering now the implementation process, a description will be made regarding the implementation steps and the initiatives for a better change management suggested by Brown and Harvey's (2006), Earl's (2001), and Schein's (2004, 2009) principles.

6.2. Change Preparation Phase

The change preparation phase (see Figure 14) begins with the project presentation to the members with a decisive role in the organization. This presentation aims to involve top management in the integration of knowledge management in the strategic axis of the organization. This involvement will also ensure the necessary resources for project's implementation to be possible. At this stage, it is vital to emphasize the importance of a good communication plan, highlighting here aspects such as the timing, the graphic concretization of the presented elements and, especially, the relationship with the elements involved.

To facilitate communication, this should preferably be scheduled in-person. Topics such as the critical points that justify the realization of this project and subsequent improvements suggested should be central to this meeting. The critical points consist of not only the presentation of improvement opportunities and problems identified, but also the importance of knowledge management, especially the focus on its retention, to make this improvement possible. The presentation of the project, and negotiation of the schedule through the availability of the organization, should be the starting point for the management of expectations on both sides before communicating to the other elements of the organization.

After the meeting with those responsible for the management, a similar presentation should be conducted for the remaining employees. This communication must also be present insofar as the project has a very high participatory dimension. This active participation in the project is due not only to the pertinence of the integration of the consultants' tacit knowledge in the construction of the instruments, regarding the specificities of the business, but also to promote a greater involvement and commitment to the usage of these materials.

Once the project's presentation has been completed and the parties' expectations have been established, there is a need to prepare and conduct training about knowledge management, with a special focus on reuse. This training will aim to access the preconceived ideas that employees have regarding knowledge management and try to standardize the basic assumptions, allowing everyone to speak the same language and build the instruments under the same vision. In this

sense, the training shall include expository moments, moments of practical application and moments of reflection so that the tacit knowledge is internalized by the employees.

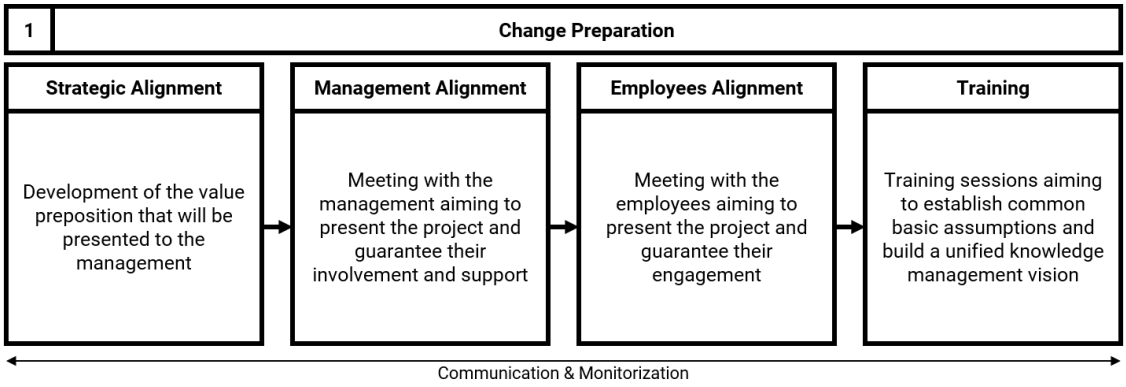


Figure 14: Change Preparation Phase Overview

During this phase, a state of play of the meetings and training should be conducted. These points should reflect, in the case of the meetings, the expectations, and commitments of both parties. In the case of training, these states of play should be recorded before and after training. These records should be communicated to the employees in the form of feedback for them to better understand what is changing and how they are performing.

6.3. Creation Phase

With the organization on board with the project and its goals, begins the creation phase. Although the definition of the instruments has been previously made, more precisely, their basic structure and critical elements, the employees' participation in their adaptation to the organizational context is critical.

This creation (see Figure 15) begins with an evaluation of the available resources, namely the time of the employees, to seize those resources towards their constraints. Priorities are defined, actions and deadlines are scheduled, all in order to organize the creation process and accompany the employees by monitoring this creation.

The tools and techniques to be developed are divided into five: repository (Markus, 2001), yellow pages (Earl, 2001; Markus 2001), training, coaching and mentoring (De Long and Davenport, 2003; Markus, 2001). It is important to emphasize that both the repository and the yellow pages integrate, albeit in different forms, the same repository. This is also true regarding the externalized tacit knowledge derived from the remaining three techniques (training, coaching and mentoring). Therefore, an intermediate step needs to be fulfilled for a better organization and articulation between repositories and techniques. This intermediate step

consists in the articulation of the existing systems in a single system or platform, or, at least, the use of platforms that allow interconnections. This allows, through the complementarity of the knowledge registered in the various categories, a more complete understanding of the knowledge distributed between the categories. This will facilitate the contextualization of the knowledge stored and, consequently, its consultation and reuse.

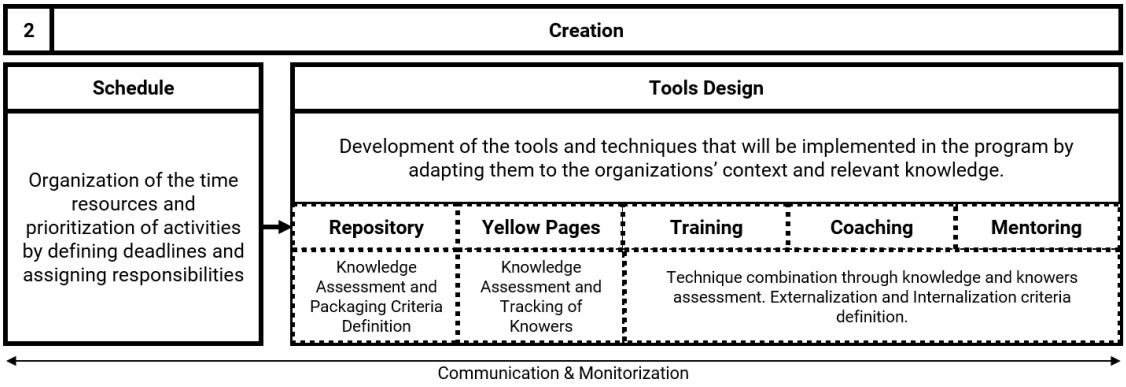


Figure 15: Creation Phase Overview

Exploring in greater detail the instruments creation:

6.3.1. Repository

Repositories consist of platforms where information and knowledge are stored (Markus, 2001). Given the integrative perspective suggested by this study, this repository can be approximated to an organization's brain. In this sense, efforts must converge to store all the knowledge of the consultants in this same repository, with their interconnections and required cares, so that the knowledge reuse is possible. Thus, despite the use of a diversity of tools and platforms, they must be organized to communicate efficiently between them. In this case, efficient is used as a synonym of avoiding replicating information or knowledge and having a double reference so that this knowledge is available through different paths and not dispersed in several places. The repository in question should contain information regarding critical areas for the organization, namely the search and selection candidates, projects, clients, markets, and the internal processes developed to conduct the search and selection service, as well as the employees' skills to do so. To be able to define the specificities of the repository, it is necessary to understand both package and search logics. This means that it is necessary to understand how the information is introduced and searched in the database in order select the components that need to be standardized, as well as the subjacent criteria.

Starting with the package logic, its overview can be seen in Figure 16. First, it is necessary to perceive what object of knowledge we are approaching. More specifically, define which of the previously mentioned groups are we recording information about, that is, candidates, projects, clients, market or processes. After knowing the object of knowledge that we are populating in the repository, we must define what kind of knowledge it is. Here we have explicit knowledge in the form of data, that is, factual information decontextualized, or, in the form of information, that is, contextualized knowledge. Regarding tacit knowledge, when recorded in the repository it needs to be already externalized, that is, in the form of contextualized information about the topic. It can also be referenced, as the case of the Yellow Pages (Earl, 2001), as a reference of the knower that has the tacit knowledge.

By defining the category or cluster and the type of knowledge, two types of profile are originated. The first is a profile adjacent to four categories, being them candidates, projects, clients and market. This profile contains information about the business process, more precisely, the stakeholders involved. The knowledge of this cluster is divided between factual information (data), contextualized information (information) and more complex interpretations about these diverse data and collected information (knowledge). In the case of processes, as mentioned before, it concerns internal procedures for the fulfillment of organization's services as well as the competencies developed by the employees. The articulation of information and knowledge in this category will take the form of a learning platform where we simultaneously have a map of knowers in the organization, the Yellow Pages, a repository of tutorials and guides, and a repository of tools. The articulation of these repositories, platforms and tools among categories, as well as the interconnections between the data and information is highly important and should be built whenever possible.

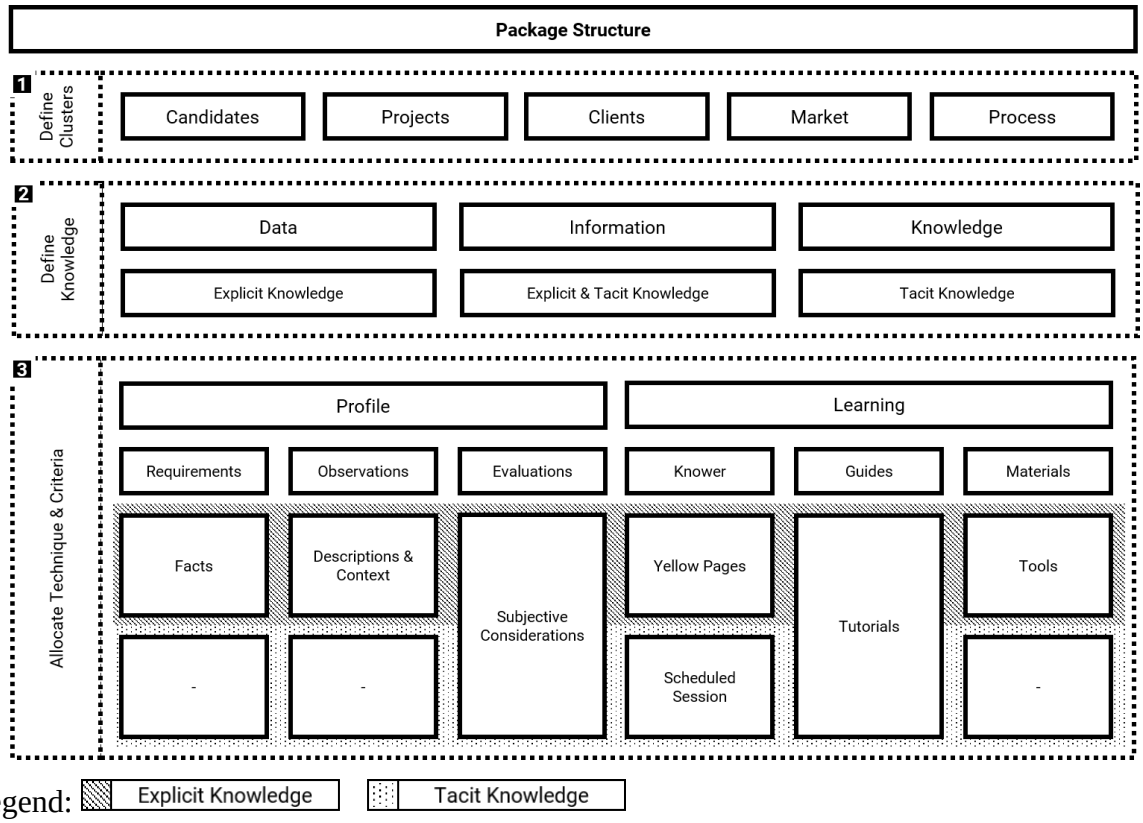


Figure 16: Package Structure

In the research logic (see Figure 17), the same structure is applied, with the same distinction of clusters/categories. Here, the research is done considering the type of knowledge that one wants to consult from the profiles. This means choosing to search by themes or by filters. Regarding research by themes, the information on a certain topic searched more inductively. This means that the employee, through the usage of keywords, looks for content related to a specific theme. This will enable the formulation of knowledge about the topic from the consultation of available information that may be directly or indirectly linked to the research theme. In this sense, those who seek information have greater freedom, but at the same time, need a higher capacity to make sense of the information they find in order to select it. They may not know for certain what research question to put or be aware that there are several equally interesting sources to ponder. In the case of filters, they allow to filter information more rigorously. Here the research is more specific, so the research question and selection criteria need to be clear.

The results of this research are, of course, the same as those reported during the package phase. The importance of well-done interconnections is evident once the theme based may require a search for related topics to gather additional information or have a more detailed context about the information collected. This articulation can only be possible with such interconnections.

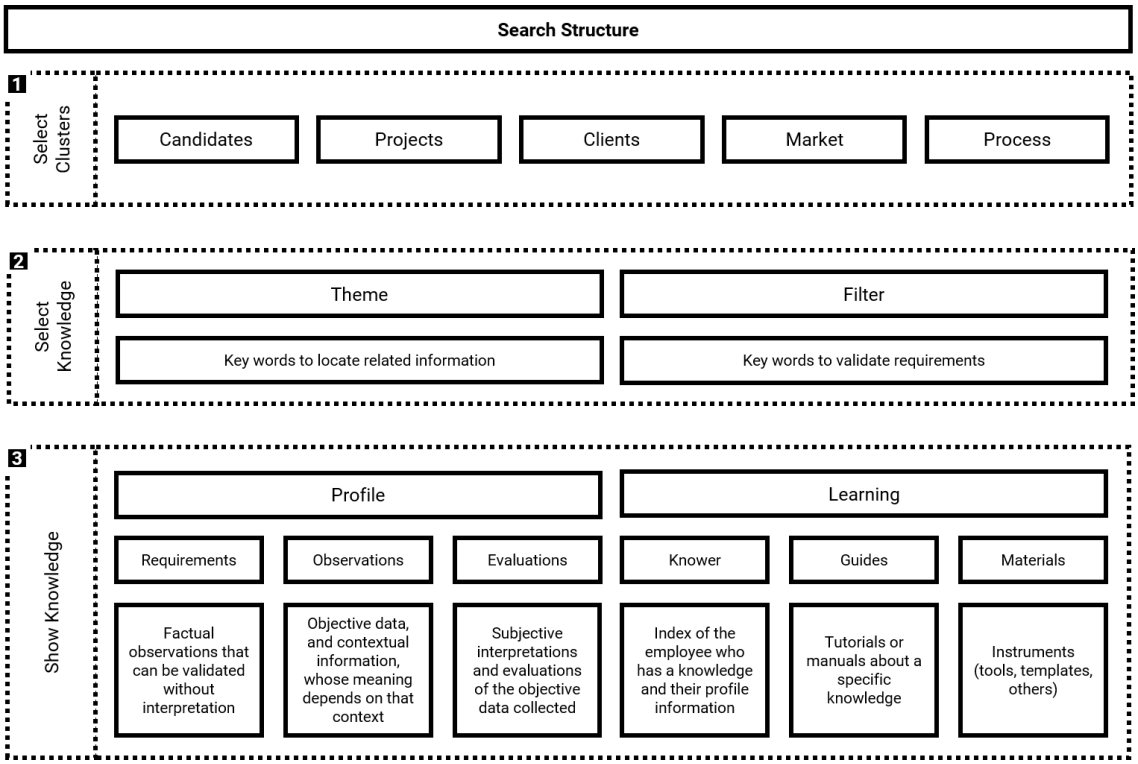


Figure 17: Search Structure

In the creation phase, it is important to define the storage criteria of each profile in each category, as well as the pertinence of customization of specific criteria for each area of specialization. It is, therefore, necessary to assess the needs for these criteria as well as the type of knowledge collected in it. This distinction should pay particular attention to the distinction between the consultant's considerations, that is, the distinction between analysis and observation. In this step, an analysis of the need for the incorporation of contextual information should be conducted, as well as the pertinence of interconnection between categories. This assessment may require an adaptation or creation of instruments to collect information or data, more specifically, the adaptation of the interview grid or the creation of a grid for meeting information. Concerning the learning section, it is important to define the sub-areas of expertise for each consultant to draw up a map of who owns the knowledge of each subject in the organization (Markus, 2001). This map is complemented by the publication and authoring of training materials, that is, scripts, and tutorials, to be shared with members, as well as scheduling training sessions, coaching or mentoring with other employees. From this authorship comes an incentive to share knowledge, the recognition of expertise among colleagues.

6.3.2. Training, Coaching and Mentoring

For tacit knowledge to be shared, the repository should be completed by other techniques. These techniques should not only facilitate the externalization and internalization of knowledge, that can be expected to be used in the search and selection processes, but also promotes the clan culture that, being predominant in the organization, facilitates the sharing of knowledge. Thus, in addition to the Yellow Pages, three auxiliary techniques must be structured: training, coaching and mentoring. These three techniques are somewhat similar in terms of purpose, having different approaches (Unger and Hopkins, 2018). The main function of these techniques is to facilitate the sharing of knowledge, promoting better learning opportunities. However, its application should fit the knowledge that is targeted to be shared.

Training

Training Session Plan Template

Theme	Training Goals		Programatic Content	Methodology	Technique	Professional Category	Number of Sessions	Trainer	Duration & Schedule	Date	Place
	General	Specific									

Competency Matrix Template

Employee			Skill											
			Organizational				Operational				Individual			
			S	P	E	G	S	P	E	G	S	P	E	G
Job	Category	Employee Name	Skill 1				Skill 2				Skill 3			

Competency Dictionary Template

Skill	Definition	Indicator	Level
Skill 1	Brief description of competence	Description of the evaluation criterion	Description of level 1 behavior
			Description of level 2 behavior
			Description of level 3 behavior

Figure 18: Training

Legend: S = Skill, P = Performance Verified; E = Expected Performance; G = Performance Gap

Source: Adapted from Nascimento (2015: 220-221); Propp, Glickman and Uehara (2003); Russo (2016), and SIADAP 3 (2018)

Beginning at the lowest level of complexity, training sessions should be conducted in scenarios where it is necessary to share some knowledge among employees (see Figure 18). Training sessions to share a Best Practice that has been located, either at the level of the organization or from one colleague to another, is a good example. Here we have active share of knowledge in a context of a singular development opportunity regarding a specific subject. In Figure 18 we can see not only the training session plan template (Nascimento, 2015; SIADAP 3, 2018) in which the session can be organized, but also two templates to record the outputs of the session in terms of performance and competency development, the competency matrix (Nascimento, 2015; Propp, Glickman and Uehara, 2003; Russo, 2016) and the competency dictionary (Nascimento, 2015; Propp, Glickman and Uehara, 2003; Russo, 2016). The competency dictionary is a complement to the competency matrix as it serves as the contextualization of the competencies that are inserted in the competency matrix. These two last tables can be used to record the outputs of the coaching and mentoring as well, when referring to the development of competencies.

When we are before a competency that needs to be developed, instead of a singular subject to address, coaching (Payne, 2007) is the selected technique (see Figure 19). Here we have the case where an employee is looking to develop a specific competence but needs more follow-up than a simple training session. In this case, the knower, researched and selected in the Yellow Pages, will provide this support in the form of coaching to, in a relatively fast program, enhance the competency development.

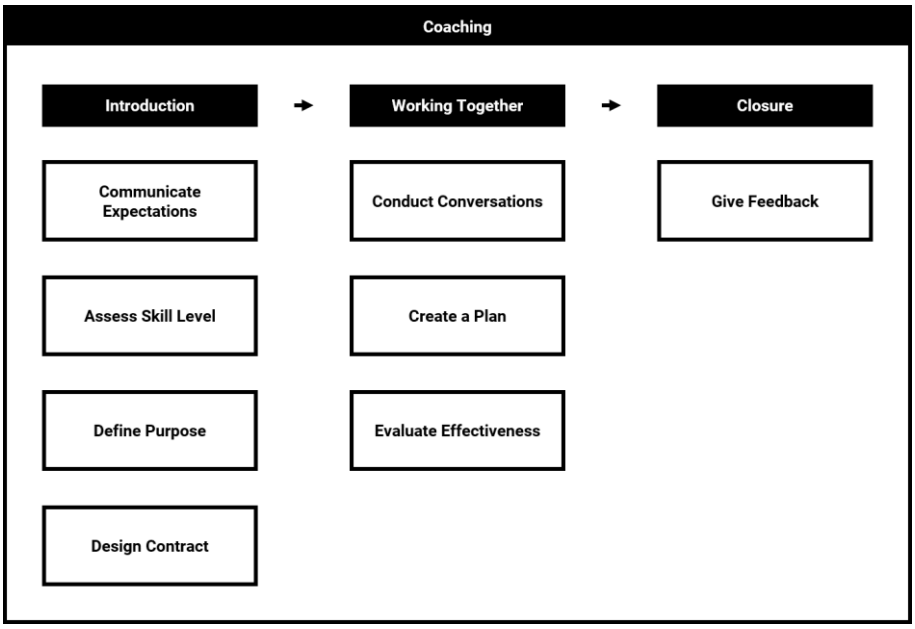


Figure 19: Coaching

Source: Adapted from Payne (2007)

Addressing now a more long-term need for a continuous progress, we reach the mentoring technique (see Figure 20). In the implementation of this technique, all employees, both the most experienced (mentors) and the less experienced (mentees), should be involved and should focus on two types of knowledge (Unger and Hopkins, 2018). The first concerns knowledge about the organization and the employee's career. Here, the most experienced member has the role of guiding the less experienced member on how to develop the skills needed to improve as a professional and better their performance. On the other hand, the knowledge about the area of specialization to which they belong, or, eventually, want to belong. In these sessions, the most experienced employee is responsible for guiding the less experienced on how to acquire the knowledge about the market they are operating in and their clients.

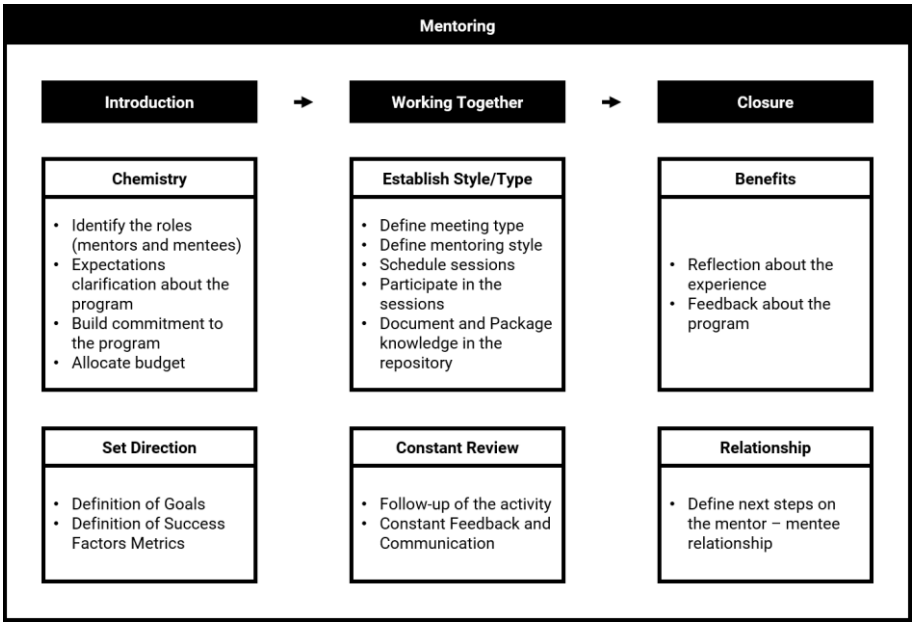


Figure 20: Mentoring

Source: Adapted from Unger and Hopkins (2018)

The two first techniques should be implemented according to necessity and the mentoring should be on going, to all employees, throughout the year (Unger and Hopkins, 2018). However, the timing of these sessions should be flexible to the employees' availability. The outputs of the sessions must be properly organized and stored in the repository so that other employees or even the same ones, can have access to the content. Over time and through the necessary updates, it is expected that the gather of knowledge in this repository can converge

into a more complete learning platform that enables employees to passively acquire the knowledge of employees no longer present in the organization.

The construction of these tools must be elaborated through the indications given in Figure 18, 20 and 21, however, the structuring of the contents must be done by the knower.

6.4. Operationalization Phase

With all instruments and techniques developed according to the needs of the business process, the implementation of this initiatives can be accomplished (see Figure 21). Now it is necessary to schedule the next steps insofar as it is only after defining all the details of these tools and techniques that it is possible to locate its operationalization in time. Thus, scheduling begins with a new assessment of employee availability, followed by setting priorities and scheduling tasks and deadlines.

Since not all employees may be familiar with the practical application of each of these tools and techniques, it is important that an introduction to their application is conducted through a training session. This session will ensure that all employees have understood and can apply the designed instruments. For this to be possible, it is crucial that the training evaluation is conducted, and feedback is given.

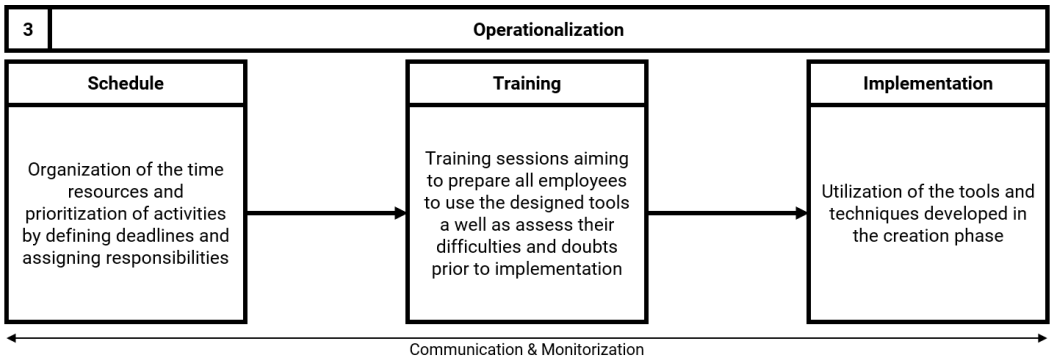


Figure 21: Operationalization Phase Overview

During the timetable's implementation, by applying the instruments and techniques explored in the creation phase, there is a need for monitor the operationalization through a facilitator who verifies the fulfillment of this schedule in terms of both timings and quality. This facilitator will also have the responsibility to support and guide employees who show more difficulties. In this phase, as in all phases of the project, constant communication and continuous feedback are extremely important so that obstacles and errors can be detected and overcome/corrected on time.

6.5. Institutionalization Phase

After the implementation of this project, the evaluation of the initiatives implemented (see Figure 22) should be conducted to correct failures, both in the conduct of the employees who are operating the project and in the project itself. Given that this knowledge management is intrinsically linked to the activity of the organization, this evaluation can be done through the employees' performance appraisal. However, it is important to access the satisfaction and usability of the whole project (see Annex 28). This collection of feedback regarding the adaptation of employees to the project must be continuous throughout all the implementation. Feedback questionnaires can be applied to access this feedback as a complement to the performance evaluation. These questionnaires should include not only evaluation of the satisfaction and usability of the project, but also the frequency of use regarding the new practices. There should also be an open space for the suggestion to improve the implementation and recording of project failures.

A summary of this feedback should be presented to the management of the organization to understand what next steps are to be taken, namely, as suggested by Markus (2001), what incentives for employees' good practices should be given and the implementation of necessary corrections.

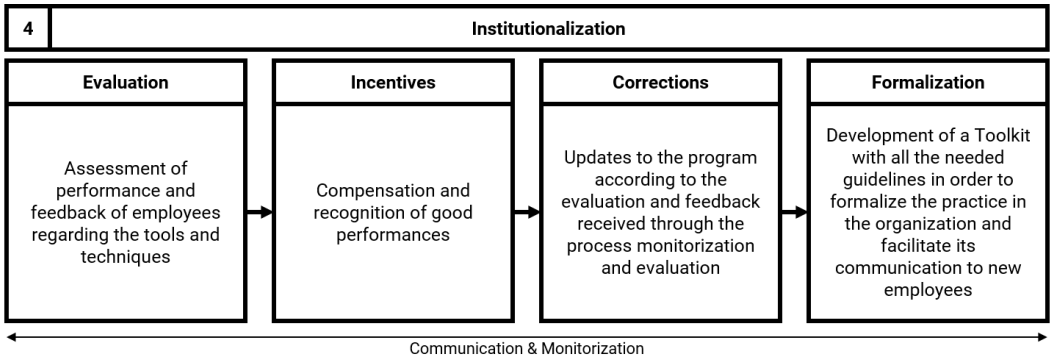


Figure 22: Institutionalization Phase Overview

In a scenario in which the project is successfully implemented, it is necessary to formalize it, providing the needed information so that employees have a reference they can go to in order to ask questions or to remember topics that, over time, are forgotten. A formalization of the onboarding and offboarding practices should also take place for new employees in the organization to have rapid learning of institutionalized practices (onboarding) and a retention of knowledge that has not been retained at the time of the departure (offboarding). For this to be possible, it is recommended that a toolkit be prepared with all the necessary information and

that it be available to all employees. This toolkit should be correctly communicated to both the employees already belonging to the organization and newcomers. These should benefit from an onboarding process that facilitates them to learn the contents of the toolkit, as well as all other information related to the organization's procedures.

6.6. Implementation Summary

In general terms, the suggested changes correspond to the strategic alignment aspects of the knowledge management practices. These aspects comprise the building and communication of the strategy itself but also the needed adjustments of the existing system, tools, and practices.
Starting by analyzing the components that must be kept, the culture observed in the organization is a key enabler already present. Secondly, the use of a system that integrates knowledge sharing through a repository, as well as the tools and practices in use in the organization, must also be maintained. Finally, the sequence of knowledge management activities identified as being performed in the organization must also be barely adjusted. Turning now to the suggested changes, the lack of strategic alignment, as well as proper communication and follow-up of its operation, should be implemented. For this operation to be possible, the existing system must be optimized through a more user-friendly interface and better articulation between existing systems. Regarding tools already in use, the Yellow Pages should be introduced as aid the reuse of information, therefore complementing the ones already in use. Regarding the practices, training should be complemented with coaching and mentoring to facilitate the sharing of tacit knowledge. Lastly, the monitorization of the whole process should be actively implemented with the help of incentives and better communication, namely, through the usage of a toolkit.

VII. Limitations

Concerning the research limitations, there are seven main aspects that need to be acknowledged when reading these results and project. First, the lack of an experimental confirmation of the interventions proposed results in a lack of guarantees regarding the effectiveness and efficacy of the suggestions. Though the project description it was already mention the limitations in terms of budget and time constraints that influenced not only the decisions regarding the intervention proposal, but also the data gathering and methods' selection. These time constraints were also visible when approaching a selected sample instead of the whole population. The need to design instruments specific to this research, lacking validation, can also be a limitation. The proximity that the author of this research has with the organization, as a former trainee, was both an opportunity and a limitation, given that it facilitates a better access and understand some aspects of the data collected, but can hinder the avoidance of preconcerts' influence. Lastly, the turnover was also a limitation regarding the data collection given the fact that the interviews and observation comprise data collected from participants that did not participate in the company's cultural assessment. As suggestion to future research, the implementation and impact evaluation of the suggested intervention proposal could be relevant in order to identify errors or workable practices for organizations to follow.

VIII. Conclusions

This intervention proposal was designed to a knowledge-intensive company, which, by having knowledge as the primary resource to its business process, is expected to have higher demands regarding their ability to manage its knowledge. Despite the specific arrangements considered in order to better adapt the intervention to Wyser's characteristics, this project was designed to be replicable to similar organizations. The major obstacles detected when conducting knowledge management activities, were linked to the lack of tacit knowledge retention, activities' coordination, lack of time, lack of packaging activities, and unfitted tools. These obstacles lead to a retainment of information and knowledge that, despite being sharable, was not reusable. In this context, the efforts made in order to retain the knowledge were not resulting in a cycle of time saving activities. The lack of tacit knowledge retention comes mostly through the lack of available time and guidance. The externalization or socialization of tacit knowledge happens in an informal and unmonitored mode. Given this scenario, knowledge share and internalization are not guaranteed and is lost in high turnover contexts. The intervention proposal focused on minimizing these obstacles by promoting a more organized process with more controlled social interactions. The efforts conducted in order to clarify and develop an intervention that aggregates both the theoretical and practical perspectives, and the strategic and operational aspects, enable a more complete aid to those who will either operationalize or review it. We can see that knowledge management is a highly complex process in organizations that, being crucial to the organizations' performance and interconnected to their environment's contingencies and internal characteristics, needs to be considered at a strategical level. This relevance is higher in a context where turnover is present, being the focus on the reusability of the knowledge, when managed, the key component to guarantee its continuity in the cycle.

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X. Annexes

Annex 1: Schools of Knowledge Management Overview

School / Attribute	Technocratic			Economic	Behavioral		
	Systems	**Cartographic**	**Engineering**	**Commercial**	**Organizational**	**Spatial**	**Strategic**
Focus	Technology	Maps	Processes	Income	Networks	Space	Mindset
Aim	Knowledge Bases	Knowledge Directories	Knowledge Flows	Knowledge Assets	Knowledge Pooling	Knowledge Exchange	Knowledge Capabilities
Unit	Domain	Enterprise	Activity	Know-how	Communities	Place	Business
Critical Success Factors	Content Validation Incentives to Provide Content	Culture/Incentives to share Knowledge Networks to Connect People	Knowledge Learning and Information Unrestricted Distribution	Specialist Teams Institutionalized Process	Sociable Culture Knowledge Intermediaries	Design for Purpose Encouragement	Rhetoric Artefacts
Principal IT Contribution	Knowledge-based Systems	Profiles and Directories on Internets	Shared Databases	Intellectual Asset Register and Processing System	Groupware and Intranets	Access and Representational Tools	Eclectic
Philosophy	Codification	Connectivity	Capability	Commercialization	Collaboration	Contactivity	Consciousness

Source: Earl (2001: 217)

Annex 2: Schools of Knowledge Management Principal Components

Cluster	School	Knowledge Source	Knowledge Type	Roles		Activities	Knowledge Location	Tools	Reward
				Intermediaries	Re-user				
Technocratic	**Systems**	- Domain Specific Knowledge (Best Practices, Procedures, Specifications, Problems, Fixes, Workarounds)	- Data - Explicit knowledge (Externalized Practical Experience)	- Reviser that validates new information submissions - Technology System	- Qualified Stakeholders	- Capture - Store - Organize (Codify and Validate) - Display - Use	- Databases (i.e. documents)	- Repositories	- Fame - Recognition - Helping Colleagues
	Cartographic	- Knowledge about Knowers (who knows what)	- Data - Tacit Knowledge (knowers)	- Knowers - Technology System	- All employees	- Capture - Store - Organize - Display - Share	- Knowers - Technology System (Knowledge Directories on Internets)	- Map (Yellow Pages) - Dialogue	- Fame - Recognition - Helping Colleagues
	Engineering / Process	- Decision-relevant Information - Domain Specific Knowledge (Best Practices, Procedures, Specifications, Problems, Fixes,	- Data - Explicit knowledge (Externalized Practical Experience) - Tacit Knowledge (knowers)	- Knowers - Technology System	- All employees	- Share - Learn - Adapt - Reuse	- Technology System (Shared Databases to all employees with assignment summaries and logs)	- Repositories - Two-way knowledge flow with weekly one-on-one meetings (between different levels of management) - Empowerment	- Learning opportunities

Cluster	School	Knowledge Source	Knowledge Type	Roles		Activities	Knowledge Location	Tools	Reward
				Intermediaries	Re-user				
		Workarounds)							
Economic	**Commercial**	- Knowledge Assets (Patents, Trademarks, Copyrights and Know-how)	- Data - Explicit knowledge (Externalized Practical Experience) - Tacit Knowledge (knowers)	- Knowers - Technology System	- Qualified Stakeholders	- Identify - Assess - Value - Store - Protect	- Technology System	- Intellectual asset register and processing systems	- Revenue Stream
Behavioral	**Organizational**	- Domain Specific Knowledge (Best Practices, Procedures, Specifications, Problems, Fixes, Workarounds)	- Explicit knowledge (Externalized Practical Experience) - Tacit Knowledge (knowers)	- Knowledge Facilitators / moderators - Knowers - Technology System	- All employees	- Capture - Synthesize - Codify - Personalize - Reuse - Analyse - Learn - Validate - Update	- Knowers - Technology System (Intranets)	- Combined Intranets - Groupware - Forums with Human Hub - Map (Yellow Pages) - Communities of Practice - Dialogue - Recorded Interviews	- Fame - Recognition - Helping Colleagues - Learning Opportunities - Group relationship
	Spatial / Social	- Domain Specific Knowledge (Best Practices, Procedures, Specifications, Problems, Fixes, Workarounds)	- Explicit knowledge (Externalized Practical Experience) - Tacit Knowledge (knowers)	- Knowers	- All employees	- Capture - Share - Reuse	- Knowers	- Knowledge cafés - Knowledge buildings - Meetings - Workshops - Seminars - Physical Spaces promoting interaction	- Recognition - Helping Colleagues - Learning Opportunities - Group relationship

Cluster	School	Knowledge Source	Knowledge Type	Roles		Activities	Knowledge Location	Tools	Reward
				Intermediaries	Re-user				
								- Dialogue	
	Strategic	- Domain Specific Knowledge (Best Practices, Procedures, Specifications, Problems, Fixes, Workarounds)	- Explicit knowledge (Externalized Practical Experience) - Tacit Knowledge (knowers)	- Knowledge Facilitators / moderators - Knowers - Technology System	- All employees	- Identification - Capture - Store - Organize (Codify and Validate) - Display - Share - Reuse - Analyse - Learn - Validate	- Knowers - Technology System	- Repositories (Client focused knowledge repositories) - Knowledge-based systems - Knowledge networks - Knowledge cafés - Balanced Scorecard	- Recognition - Helping Colleagues - Learning Opportunities - Group relationship

Source: Earl (2001: 217)

Annex 3: Driving and Restraining Forces and Strategies to Lessen Resistance

	Name	Description
Driving Force	**Dissatisfaction with the Present Situation**	"Organizations sometimes find themselves in a similar situation; that is, they realize that they are unhealthy or ineffective. The more intense the dissatisfaction with the present situation, the greater the motivation to change. Members of an organization who are dissatisfied with their personal positions may push for change in the belief that things cannot get much worse. Sometimes an organization and its members are aware of the need to change. Members may perceive a difference between the present situation and the situation as they would like it to be. They may not be greatly dissatisfied with the situation as it is, but they recognize a need for improvement, perhaps after observing other organizations. Although the organization's operating records are compatible with the standards for their type of organization, they are not satisfied with being average. They believe they have an untapped potential but are not sure how to release their talents in a way that will further the development of the organization. In still other organizations, the need to change may be more obvious. The organization may not be meeting its industry's standards on such matters as rate of return on invested capital. Internal goals, such as group production quotas, may not have been achieved. Or there may be an attempted stockholder revolt or an unfriendly takeover. As a consequence, internal pressures are brought to bear to change the situation."
	External Pressures Toward Change	"An organization does not exist in a vacuum. It is part of a larger external environment that imposes certain forces upon it. Sometimes external pressures will cause the organization to change some of its methods of operation. These pressures range from voluntary actions to involuntary legal requirements. In industry, the corporation may need to adopt new technologies to remain competitive, or may be required by law to make a change necessitated by environmental or civil rights legislation. International competition and lowering of trade barriers is probably doing more to force changes on organizations than any other external force. The newest technologies, such as electronic communications, the Internet, and computer software, are by their very nature products without boundaries."
	Momentum Toward Change	"When a change program is under way, certain forces tend to push it along. An OD program is built around involvement. The members of an organization play a major part in directing the change, and those involved in orchestrating the change will probably become committed to the program. Since change programs usually do not come cheap, an organization that spends money to begin a

	Name	Description
		change will probably want to continue in order to get its money's worth. Once a change program is under way in one part of an organization, it may set off a chain reaction requiring or permitting changes in other parts of the organization. This is often the case with self-managed work teams, which are usually set up on a trial basis within a department. Other workers, hearing of the teams, may ask for self-managed teams in their units so they can participate. This notion of change is compatible with the OD fundamental that effective change is organization-wide, or if the change is in a subpart of an organization, the subpart is reasonably well isolated."
	Motivation by Management	"The manager or advocate of change should not be overlooked as a motivating force. A CEO's words of assurance and encouragement to the department managers can have a strong motivating effect. More experienced and senior managers may have been involved in other planned change programs, but for some employees this may be the first major planned change program. Participants in the change program may be discouraged by the seemingly slow pace at which the change is moving, or, after having been involved in the diagnosis of problems, they may be overwhelmed by the variety and magnitude of the problems. The behavior of key managers can often be a motivating force, especially if others hold them in high esteem. Members of the organization may be closed, untrusting, and dishonest in their relations with one other, whereas the change advocates believe that effective organizations are built on openness, trust, honesty, and collaboration. If the advocates of change personally behave in this manner and are held in high regard, others may change their own behavior."
Restraining Force	**Uncertainty Regarding Change: "The Comfort Zone"**	"Organization members may have a psychological resistance to change because they want to avoid uncertainty. Past ways of doing things are well known and predictable, and unwillingness to give up familiar tasks or relationships may cause resistance. Many people feel comfortable doing things the same way as always—"the comfort zone.""
	Fear of the Unknown	"A large part of the resistance to change stems from a fear of the unknown. People become anxious when they have to exchange the old and familiar for something new and uncertain. Lack of information or understanding often leaves a vacuum that is filled by rumour, speculation, and insecurity.
	Disruption of Routine	Proposed changes that disturb habitual routines or patterns are likely to encounter resistance because human behavior is governed largely by habit and routine. If a person tries to cope with a situation and succeeds, that person will usually

	Name	Description
		continue to operate in the same way. The familiar is preferred, and this is especially true when the established behavior has been successful until now. There is little incentive to change when the old way seems to work. Once habits and attitudes are firmly established, they become the framework through which people respond to their environment and to new ideas. Situations in conflict with the old attitudes are altered and perceived in a way that is congruent with them. The old adage "We hear what we want to hear" has some degree of truth. People may conveniently forget some learning if it is in conflict with their present behavior. The notion of selective perception means that people will successfully resist and negate the possible influence of new information upon their earlier attitudes and behavior."
	Loss of Benefits: "What's in It for Me?"	"When a change causes employees to feel pressured, they may interpret the change as a loss of individual security. There may be an emotional loss associated with the change, a loss of the former "comfort zone." Any proposed change is more readily accepted if it promises to benefit those affected by it, but the motivation of top management to change may not be shared at the operating level. In some cases resistance may be due to a lack of interest or practical appreciation of the reason for the change. In a similar vein, the expectations of a group will influence its reception of a proposed change. A group that favours a change and expects to benefit will change more readily than one that starts with a negative attitude. People affected by a change tend to resist unless they see the need for it."
	Threat to Security	"Change sometimes results in a disadvantage to an individual employee or group, and people tend to resist change that threatens the security of their environment. There may be concern about vested interests, such as loss of the job, reduced promotional potential, change in career opportunities, reduced wages or benefits, or greater job demands. There are many instances of work groups withholding a secretly invented tool or improved work method from management for fear the job will be restructured and people laid off or transferred. These fears induce a loss of security and result in resistance to change."
	Threat to Position Power	"Any change that causes a manager or group to "lose face" will be resisted. Changes that threaten to lower the status or prestige of the individual or group will probably meet with resistance."
	Redistribution of Power	"A major factor in resistance to innovation is that reorganization invariably implies a redistribution of power and influence. Individuals or groups who perceive a

	Name	Description
		change as lessening their influence will strongly resist it. Those who have the most to lose will be most likely to disapprove of or resist proposed changes."
	Disturb Existing Social Networks	"Technical changes are more readily accepted when they do not disturb existing social networks. Friendships, social cliques, or informal teams may be threatened by changes. Research evidence indicates that the stronger the group ties, the greater the resistance to change."
	Conformity to Norms and Culture	"Norms are organized and shared ideas about what members of an organization should do and feel. The members define the norms and enforce individual behavior to conform to them. The enforcement is imposed by the individuals and by the group through peer pressure upon those who do not conform. Norms cannot easily be changed because of their strong group support. This is especially true if an individual attempts to change a norm because of the possibility of exclusion from the group. When a person is external to the group (say, an upper-level manager), the change process may be even more difficult because of lack of familiarity with the group. The organizational culture includes the language, dress, patterns of behavior, value systems, feelings, attitudes, interactions, and group norms of the members. Larger organizations will have subcultures formed around smaller units of work or social groups. According to the system view of organization behavior, it is difficult to change the ways of behaving in one part of the organization without influencing and being influenced by the other parts (perhaps through resistance). Unless the managers advocating a change begin by considering the possibility of resistance from the organization as a whole, the ultimate acceptance of the change program will be in serious doubt."
Strategies	**Education and Communication**	"An effective communication program can minimize the uncertainty and fear of the unknown associated with change. The lack of reliable information leads to rumours and uncertainty. Information concerning the what and why of the change program should be provided to all organization members."
	Create a Vision	There is a need to have a concrete goal to pursue. The articulation is a tangible vision, values and strategy is key to guide the individuals' conduct.
	Participation of Members in the Change Program	"Making sure that the individuals involved in a change are allowed to participate in the decision process rather than forced to go along with it is a basic technique for increasing the acceptance of change. The participation of employees in matters that concern them increases the probability that they will find the program acceptable. People who help to create a program have an interest and

	Name	Description
		ownership in it that is likely to lead to better motivation and understanding."
	Facilitation and Support	"Reinforcing the change process and providing support for those involved in it is another way managers advocating change can deal with resistance. If the situation allows, managers can arrange promotions, monetary rewards, or public recognition for those who participate in the change program."
	Negotiation, Agreement, and Politics	"Another technique to lessen resistance is to negotiate with potential resisters. Some examples include union agreements, increasing an employee's pension benefits in exchange for early retirement, transferring employees to other divisions instead of laying them off, and negotiating agreements with the heads of the departments that will be affected by the change. Political alliances can help reduce the resistance to change. Building a coalition, just as politicians do, of people who hold divergent points of view can be a powerful force for change."
	Leadership	"The leadership of key managers in the organization is critical. Today's executives cannot have an emotional commitment to the past. Employees affected by a change need to be involved and supportive. A number of companies hold management- and employee-development seminars to open up participants to accept changes. Other than the formal leadership in the organization, the support of its informal leaders is also important. Bringing in informal leaders early in the planning stages can build grass-roots support for a change."
	Reward Systems	"Flexible reward systems that take account of the differences between individual employees can win acceptance of changes. Profit-sharing, bonuses, skill- and knowledge-based pay, gain sharing, and stock-ownership plans have recently become more common in large and small businesses.30 Profit-sharing uses the performance of the business to calculate pay. Knowledge-based pay or skill-based pay uses the knowledge or skills a worker has to determine pay. Gain sharing recognizes the value of a specific group of workers based on measurable characteristics that become the basis for calculating pay. The members of the group typically share the rewards equally. Employee stock-ownership plans (ESOPs) use formulas of various kinds to grant stock or stock options to a broad segment of employees. Profit-sharing, knowledge-based pay, gain sharing, and ESOPs often use sophisticated and elaborate formulas to calculate the pay or amount of stock. Compensation consultants and lawyers are often brought in to help set up the plans."
	Explicit and Implicit Coercion	"People are sometimes forced to go along with a change by explicit or implicit threats involving loss of jobs, loss of

	Name	Description
		promotion, or raises. When the president of one company ordered its managers to participate in a quality improvement program, they sat with their backs to the conference table. In some situations, employees who refuse to change may be dismissed or transferred. Such methods, though infrequent, pose risks and make it more difficult to gain support for future change programs. Organizations that introduce teamwork have found that a few employees cannot make the transition to working cooperatively with others in teams. These workers are given the opportunity to transfer to work situations where they are do not have to work interdependently with others."
	Climate Conducive to Communications	"Creating a climate where everyone involved in a change program feels free and not threatened to communicate with others can minimize resistance in the long run. Attitudes of respect, understanding, and communication will help to break a cycle of reciprocal threat and aggressiveness on the part of the resisters and the advocates of the change program. A climate that focuses attention on the basic issues and the relevant facts and ensures that parties do not sit in judgment of each other will more likely be productive."
	Power Strategies	"OD practitioners have historically been reluctant to deal with the use of power in organizations. To some extent, power strategies are antithetical to OD values. But most organizations operate within a system of some type that sanctions and uses power, and the organization's members are motivated to some extent by the perceived power of the organization. It may be necessary to use the power structure in an organization to persuade its members of an OD program's worthiness."

Source: Adapted from Brown and Harvey (2006: 161-170)

Annex 4: Eight Steps to Create Psychological Safety

	Step	Description
1	**A compelling positive vision**	"The targets of change must believe that the organization will be better off if they learn the new way of thinking and working. Such a vision must be articulated and widely held by senior management."
2	**Formal training**	"If the new way of working requires new knowledge and skill, members must be provided with the necessary formal and informal training. For example, if the new way of working requires teamwork, then formal training on team building and maintenance must be provided."
3	**Involvement of the learner**	"If the formal training is to take hold, the learners must have a sense that they can manage their own informal training process, practice, and method of learning. Each learner will learn in a slightly different way, so it is essential to involve learners in designing their own optimal learning process."
4	**Informal training of relevant "family" groups and teams**	"Because cultural assumptions are embedded in groups, informal training and practice must be provided to whole groups so that new norms and new assumptions can be jointly built. Learners should not feel like deviants if they decide to engage in the new learning."
5	**Practice fields, coaches, and feedback**	"Learners cannot learn something fundamentally new if they don't have the time, the resources, the coaching, and valid feedback on how they are doing. Practice fields are particularly important so that learners can make mistakes without disrupting the organization."
6	**Positive role models**	"The new way of thinking and behaving may be so different from what learners are used to that they may need to be able to see what it looks like before they can imagine themselves doing it. They must be able to see

	Step	Description
		the new behavior and attitudes in others with whom they can identify."
7	**Support groups in which learning problems can be aired and discussed**	"Learners need to be able to talk about their frustrations and difficulties in learning with others who are experiencing similar difficulties so that they can support each other and jointly learn new ways of dealing with the difficulties."
8	**A reward and discipline system and organizational structures that are consistent with the new way of thinking and working**	"For example, if the goal of the change program is to learn how to be more of a team player, the reward system must be group oriented, the discipline system must punish individually aggressive selfish behavior, and the organizational structures must make it possible to work as a team."

Source: Adapted from Schein (2004: 332-333)

Annex 5: Sample's Distribution

Instrument	Area of Specialization	Job	Total Number of Employees*	Total Number of Participants
First Semi-structured Individual Interviews	Finance & Accounting	Consultant	1	0
		Team Leader	1	0
	Sales & Marketing	Junior Consultant	2	1
		Manager**	1	0
	Engineering & Industry	Junior Consultant	1	0
		Consultant	1	1
		Manager **	1	0
	Banking & Insurance	Consultant	1	1
		Team Leader***	1	1
	Tax & Legal	Consultant	1	1
		Team Leader***	1	1
	All	Business Director	1	0
Second Semi-structured Individual Interviews	Finance & Accounting	Consultant	1	0
		Team Leader	1	0
	Sales & Marketing	Junior Consultant	2	0
		Manager**	1	0
	Engineering & Industry	Junior Consultant	1	1
		Consultant	1	0
		Manager **	1	0
	Banking & Insurance	Consultant	1	0
		Team Leader***	1	0
	Tax & Legal	Consultant	1	0
		Team Leader***	1	0
	All	Business Director	1	0
Participant Observations	Finance & Accounting	Consultant	1	1
		Team Leader	1	0
	Sales & Marketing	Junior Consultant	2	2
		Manager**	1	0
		HR Trainee	1	1
	Engineering & Industry	Junior Consultant	1	1
		Consultant	1	1
		Manager **	1	0
		HR Trainee	1	1
	Banking & Insurance	Consultant	1	1
		Team Leader***	1	1
	Tax & Legal	Consultant	1	1
		Team Leader***	1	1
		HR Trainee	1	1
	All	Business Director	1	0
Questionnaires	Finance & Accounting	Trainee	1	1
		Consultant	3	1
	Sales & Marketing	Consultant	1	1
		Manager**	1	1
	Engineering & Industry	Junior Consultant	1	1
		Consultant	1	1
		Manager **	1	1
	Banking & Insurance	Consultant	1	1
	Tax & Legal	Consultant	1	1
	All	Business Director	1	0
	Did not Specify Area nor Function		1	1

*To the population of employees, it was considered only the Lisbon business unit.
**The Engineering & Industry and the Sales & Marketing Manager are the same employee.
***The Banking & Insurance and the Tax & Legal Team Leaders are the same employee.

Annex 6: Semi-structured Interview Informed Consent

Consentimento Informado

Eu, Joana Catarina Correia Ferreira, enquanto aluna no mestrado de gestão de recursos humanos e consultadoria organizacional do ISCTE – Instituto Universitário de Lisboa, encontro-me a desenvolver uma tese de mestrado subordinada ao tema gestão do conhecimento.

O objetivo do estudo consiste em avaliar "Como pode a Wyser reutilizar conhecimento no processo de Search & Selection". É esperado que esta investigação ajude a Wyser a gerir de forma mais eficiente o conhecimento na prestação do referido serviço.

Neste sentido, dada a importância da sua participação para melhor compreender a situação descrita, venho por este meio solicitar autorização para a recolha de informação durante uma entrevista semiestruturada com duração prevista de 1 hora.

A participação neste estudo é voluntária, podendo recusar-se a participar ou suspender a participação a qualquer momento.

Toda a informação partilhada em contexto de entrevista é estritamente confidencial e será utilizada unicamente no âmbito desta tese.

Em caso de dúvida ou questões pode contactar o seguinte endereço: jccfa1@iscte.pt

Eu, _____, após a leitura deste documento compreendi a informação que me foi transmitida, pelo que:

☐ Aceito	☐ Não aceito	participar neste estudo
☐ Autorizo	☐ Não autorizo	a gravação de áudio
☐ Comprometo-me	☐ Não me comprometo	a conceder apenas informações verdadeiras e de acordo com a minha experiência profissional

Como tal, dato e assino:

Participante _____ Data _____
(Assinatura)

Eu, _____,
comprometo-me a cumprir o exposto neste documento, como tal dato e assino:

Entrevistador(a) _____ Data _____
(Assinatura)

Annex 7: First Semi-structured Interview Guide

Guião de entrevista semiestruturada 1

Entrevistadora: **Duração prevista**:

1. Preparação e introdução de entrevista

- Apresentação da entrevistadora
- Breve exposição do âmbito e objetivos do estudo e da entrevista
  - No âmbito da dissertação de mestrado subordinada ao tema da gestão do conhecimento, compreender como é feita a recolha, tratamento e reutilização da informação relativa a competências, durante a prestação do serviço de Search & Selection, com vista à introdução de melhorias.
- Agradecimento ao entrevistado pela sua participação na recolha de dados, realçando a importância do seu contributo para o projeto
- Pedido de permissão para registo áudio da entrevista e apontamento de notas.

2. Dados biográficos do entrevistado

- Sexo
- Idade
- Função
- Fez estágio na Empresa?
- Antiguidade na empresa
- Antiguidade na função

3. Pergunta Generativa

- Da sua perspetiva, qual a importância da reutilização de informação e conhecimentos no seu trabalho?

4. Descrição do Processo

- Como é feito o processo de recrutamento do serviço de Search and Selection desde o primeiro contacto com o cliente até à contratação do(s) candidato(s)?

4.1. Questões de Desenvolvimento

(verificar se respondem a estas questões quando descrevem o processo e caso não respondam, perguntar)

- Identificação da fase do processo
  - Que informação é recolhida na fase x?
  - Como é recolhida na fase x?
  - Como é registada na fase x?
  - Como é armazenada na fase x?
  - Onde é armazenada na fase x?
  - Que instrumentos são utilizados na fase x?

5. Experiência de Utilização

- Considera que há tarefas no processo que constituem obstáculos ao desempenho? Quais?
- Considera que há oportunidades de melhoria no processo? Quais?
- Como aprecia a facilidade de desempenho das tarefas?

6. Finalização de entrevista

- Verificar se o entrevistado tem algo a acrescentar;
- Esclarecimento de eventuais dúvidas ou questões;
- Comunicação do final da entrevista ao entrevistado;
- Agradecimento ao entrevistado pela sua disponibilidade e atenção ao participar no presente estudo, assegurando a confidencialidade e anonimato dos seus dados.

Annex 8: Second Semi-structured Interview Guide

Guião de entrevista semiestruturada 2

Entrevistadora: **Duração prevista**:

1. Preparação e introdução de entrevista

- Apresentação da entrevistadora
- Breve exposição do âmbito e objetivos do estudo e da entrevista
    - No âmbito da dissertação de mestrado subordinada ao tema da gestão do conhecimento, compreender como é feita a recolha, tratamento e reutilização da informação relativa a competências, durante a prestação do serviço de Search & Selection, com vista à introdução de melhorias.
- Agradecimento ao entrevistado pela sua participação na recolha de dados, realçando a importância do seu contributo para o projeto
- Pedido de permissão para registo áudio da entrevista e apontamento de notas.

2. Dados biográficos do entrevistado

- Sexo
- Idade
- Função
- Antiguidade na empresa
- Antiguidade na função
- Fez estágio na Empresa?

3. Pergunta Generativa

- A partir do momento que decidiu sair da organização, qual foi a sua maior preocupação relativamente à mesma, isto é, o que não podia ficar por fazer antes de sair?

4. Definição e Processo

- No seu entender, o que é captura ou retenção de conhecimento?
- Qual a importância que associa a essa captura ou retenção?
- Considera que fez algo para auxiliar a empresa a reter conhecimentos que tem relativamente à função que desempenhou
    - Como o fez?
- Considera que a empresa tem iniciativas para o auxiliar a passar esse conhecimento?
- Considera que a sua área perde conhecimento com a sua saída?
- Considera que um colega, a ocupar o seu lugar agora, consegue desempenhar as suas funções com a mesma facilidade?
    - Considera que terá facilidade em reutilizar a informação que deixou?

5. Finalização de entrevista

- Verificar se o entrevistado tem algo a acrescentar;
- Esclarecimento de eventuais dúvidas ou questões;
- Comunicação do final da entrevista ao entrevistado;
- Agradecimento ao entrevistado pela sua disponibilidade e atenção ao participar no presente estudo, assegurando a confidencialidade e anonimato dos seus dados.

Annex 9: Organizational Culture Assessment Instrument (OCAI) Informed Consent

Consentimento Informado

Eu, Joana Catarina Correia Ferreira, enquanto aluna no mestrado de gestão de recursos humanos e consultadoria organizacional do ISCTE – Instituto Universitário de Lisboa, encontro-me a desenvolver uma tese de mestrado subordinada ao tema gestão do conhecimento.

O objetivo do estudo consiste em avaliar "Como pode a Wyser reutilizar conhecimento no processo de Search & Selection". É esperado que esta investigação ajude a Wyser a gerir de forma mais eficiente o conhecimento na prestação do referido serviço.

Neste sentido, dada a importância da sua participação para melhor compreender a situação descrita, venho por este meio solicitar que preencha o questionário cultural Instrumento de Avaliação de Cultura Organizacional (IACO).

A participação neste estudo é voluntária, podendo recusar-se a participar ou suspender a participação a qualquer momento.

Toda a informação partilhada é estritamente confidencial e será utilizada unicamente no âmbito desta tese.

Em caso de dúvida ou questões pode contactar o seguinte endereço: jccfa1@iscte.pt

Eu, _____, após a leitura deste documento compreendi a informação que me foi transmitida, pelo que:

☐ Aceito ☐ Não aceito participar neste estudo

☐ Comprometo-me ☐ Não me comprometo a conceder apenas informações verdadeiras e de acordo com a minha experiência profissional

Como tal, dato e assino:

Participante _____ Data _____

(Assinatura)

Eu, _____, comprometo-me a cumprir o exposto neste documento, como tal dato e assino:

Entrevistador(a) _____ Data _____

(Assinatura)

Annex 10: Organizational Culture Assessment Instrument (OCAI) Questionnaire

Instrumento de Avaliação de Cultura Organizacional

Instruções para o preenchimento do Instrumento de Avaliação de Cultura Organizacional - IACO (adaptado de Cameron e Quinn, 2006:25)

O objetivo do IACO é avaliar **seis dimensões-chave** da cultura organizacional. Ao completar o instrumento, estará a retratar os pressupostos fundamentais sobre os quais a sua organização opera e os valores que a caracterizam.

Não há respostas certas ou erradas, assim como não existe cultura certa ou errada. É esperado que cada organização seja descrita por um conjunto diferente de respostas.

Neste contexto, é pedido que classifique a Wyser nas várias dimensões. Para o efeito, terá 100 pontos por cada grupo (identificado por um número – 1 a 6) para distribuir por **4 alternativas** (identificadas por letras – A a D). Os pontos devem ser distribuídos proporcionalmente face ao grau de semelhança, isto é, maior quantidade de pontos significa uma maior semelhança.

Exemplo: Na dimensão 1, caso a alternativa A seja muito semelhante à organização, as alternativas B e C sejam um pouco semelhantes, e a D seja pouco semelhante, uma distribuição possível seria: A = 55 | B = 20 | C = 20 | D = 5.

O total de cada dimensão deve ser sempre igual a 100.

Note que existem 2 colunas, uma “Atual” e uma “Preferência”. Neste contexto, é pedido que esta avaliação seja feita da forma mencionada anteriormente onde:

- Na coluna “Atual” seja ponderado o grau de semelhança com o que é vivido atualmente na organização. Esta coluna deve ser preenchida primeiro.

- Na coluna “Preferência” seja ponderado o grau de semelhança com o que considera que seria o ambiente ideal para que a organização atinja o sucesso. Esta coluna deve ser preenchida depois da anterior.

É pedido que preencha a coluna “Atual” **para todas as dimensões** antes de preencher a coluna “Preferência” para as mesmas dimensões.

Caracterização da Amostra

Sexo	☐ Masculino	☐ Feminino
Idade	_____	
Função	_____	
Área de Especialização	_____	
Antiguidade na Empresa	_____	
Antiguidade na Função	_____	
Fez Estágio nesta Empresa?	☐ Sim	☐ Não

Avaliação de Cultura Organizacional

1.	**Características Dominantes**	**Atual**	**Preferência**
A	A organização é um lugar muito pessoal. É como uma segunda família. As pessoas parecem partilhar muito de si.		
B	A organização é um lugar muito dinâmico e empreendedor. As pessoas estão dispostas a dar o corpo às balas e correr riscos.		
C	A organização é muito orientada para resultados. Uma grande preocupação é fazer o trabalho. As pessoas são muito competitivas e orientadas para conquistas.		
D	A organização é um local muito controlador e estruturado. Procedimentos formais geralmente governam o que as pessoas fazem.		
	Total	100	100
2.	**Liderança Organizacional**	**Atual**	**Preferência**
A	Geralmente, considera-se que a liderança na organização exemplifica orientação, facilitação ou cuidado.		
B	Geralmente, considera-se que a liderança na organização exemplifica empreendedorismo, inovação ou correr riscos.		
C	Geralmente, considera-se que a liderança na organização exemplifica um concreto e agressivo foco na orientação para os resultados.		
D	Geralmente, considera-se que a liderança na organização exemplifica coordenação, organização ou funcionamento fluído e eficiência.		
	Total	100	100
3.	**Gestão dos Trabalhadores**	**Atual**	**Preferência**
A	O estilo de gestão na organização é caracterizado pelo trabalho em equipa, consenso e participação.		
B	O estilo de gestão na organização é caracterizado pela tomada de riscos a nível individual, inovação, liberdade e exclusividade.		
C	O estilo de gestão na organização é caracterizado pela competitividade, alta exigência e conquista.		
D	O estilo de gestão na organização é caracterizado pela segurança no emprego, conformidade, previsibilidade e estabilidade nos relacionamentos.		
	Total	100	100

Avaliação de Cultura Organizacional

4.	Cola Organizacional	Atual	Preferência
A	A cola que une a organização é a lealdade e confiança mútua. O compromisso com a organização é alto.		
B	A cola que une a organização é o compromisso com a inovação e o desenvolvimento. Há ênfase em estar na vanguarda.		
C	A cola que une a organização é a ênfase na conquista e cumprimento de objetivos.		
D	A cola que une a organização é as regras e políticas formais. Manter uma organização sem problemas é importante.		
	Total	100	100
5.	**Ênfase Estratégico**	**Atual**	**Preferência**
A	A organização enfatiza o desenvolvimento humano. A alta confiança, a abertura e a participação persistem.		
B	A organização enfatiza a aquisição de novos recursos e a criação de novos desafios. Experimentar coisas novas e prospeção de oportunidades são valorizadas.		
C	A organização enfatiza ações competitivas e conquistas. Atingir objetivos ambiciosos e ganhar no mercado são dominantes.		
D	A organização enfatiza permanência e estabilidade. Eficiência, controle e operações fluídas são importantes.		
	Total	100	100
6.	**Critério de Sucesso**	**Atual**	**Preferência**
A	A organização define o sucesso com base no desenvolvimento de recursos humanos, trabalho em equipa, comprometimento dos trabalhadores e preocupação com as pessoas.		
B	A organização define o sucesso com base nos produtos mais exclusivos ou mais recentes. É líder de produto e inovadora.		
C	A organização define o sucesso com base em ganhar no mercado e superar a concorrência. Uma liderança competitiva no mercado é fundamental.		
D	A organização define o sucesso com base na eficiência. Uma entrega confiável, agendamento fluído e produção de baixo custo são essenciais.		
	Total	100	100

Annex 11: Research Methodology: Philosophy, Methods and Instruments

	Typology	Definition
Purpose	Exploratory	When the purpose of the researcher is to understand what is happening or see the events in a new light the exploratory study comes in hand to clarify things (Saunders, et al., 2009).
Ontology	Subjectivism	Building on the idea that reality is created and continuously changed through the interaction between actors, this perspective aims to understand that dynamic (Bryman, 2012).
Epistemology	Interpretivism	What interpretivists agree to be true knowledge on the subject in analysis is defined through the interaction between actors and capture of the subjective dimension of these exchange of ideas (Bryman, 2012).
Research Approach	Induction	By being highly focused on the context in which the events take place, the researcher using the inductive approach aims to infer the implications of the observed findings in order to build a theory and make sense of the phenomenon (Saunders, et al., 2009).
Strategy	Case Study	Consists of an empirical investigation of a phenomenon within its real-life context. This research strategy, where the boundaries of the contemporary phenomena and its context are not clearly distinguished, requires multiple sources of evidence. (Yin, 1981; Saunders, et al., 2009)
Sampling	Non-probability Convenience	Also called haphazard sampling, consists in selecting cases according to the easiness to obtain information. As it is not a random sample, the representativity of the population can be an issue in terms of generalization (Saunders, et al., 2009).
Data Collected	Qualitative	Unstructured, non-numerical data that needs a classification or other similar standardization procedures in order to conceptualize and retrieve meaning (Saunders, et al., 2009).
	Quantitative	Data that can be categorical, that is, with no numerical meaning but classified into categories, or numerical, that is data with quantifiable data (Saunders, et al., 2009).
Data Collection Techniques	Semi-structured Individual Interviews*	Interview in which the interviewer has a set of themes or questions prepared to facilitate the exploration of the topic but has the freedom to ask new questions in order to better explore the information given by the participants (Saunders, et al., 2009).
	Participant Observation (Observer as participant)	Technique where the observer witnesses the actions of the participants and takes notes or records what is relevant from the situation and its context to the research. When the observer acts as a participant, we have a situation where the observer is known by the participants to be observing their activity and where interaction happens (Saunders, et al., 2009).
	Documental Research	Gathering of written text documents that were produced to serve purposes different of the one pursued in research (Saunders, et al., 2009).
	Questionnaires	Technique where the participants are asked to answer the same set of questions in the same order (Saunders, et al., 2009).
Data Analysis Techniques	Content Analysis	Technique through which inferences are made by using a logical and straightforward procedure. This procedure consists of objectively and systematically identifying specified characteristics of messages. (Denscombe, 2010; Holsti, 1969 cited by Bryman, 2012)

*Two different sets of interviews took place.

Annex 12: Data Collection Time Frame

Instrument	Day	Hour	Duration
First Semi-structured Individual Interviews	06/03/2019	15h00	00h37m14s
	13/03/2019	09h00	00h36m47s
	13/03/2019	10h00	00h33m58s
	13/03/2019	11h00	00h38ms05
	13/03/2019	14h00	00h55m16s
Second Semi-structured Individual Interviews	03/04/2019	13h00	00h41m32s
Participant Observations	10/04/2019	10h00 to 12h00 13h00 to 17h00	05h00m00s
	11/04/2019	10h00 to 12h00 13h00 to 17h00	05h00m00s
	12/04/2019	10h00 to 12h00 13h00 to 17h00	05h00m00s
Questionnaires	13/03/2019 to 24/06/2019		Approximately 3 months

Annex 13: Descriptive Analysis of the First Semi-structured Interviews

Criteria	Participants (# Frequency)	Participants (# Total)
Sex		
Female	2	5
Male	3	
Age (years)		
24-25	2	5
26-30	2	
31-34	1	
Job		
Junior Consultant	2	5
Consultant	2	
Team Leader	1	
Area		
Banking & Insurance	2*	6*
Sales & Marketing	1	
Tax & Legal	2*	
Engineering & Industry	1	
Internship at the organization		
Yes	2	5
No	3	
Tenure (Organization)		
Less than or equal to 1 year	1	5
1 year and 1 month – 1 year and 5 months	2	
1 year and 6 months – 2 years	0	
2 years and 1 month – 2 years and 5 months	1	
2 years and 6 months – 3 years	0	
3 years and 1 month – 3 years and 5 months	1	
Tenure (Job)		
Less than or equal to 1 year	2	5
1 year and 1 month – 1 year and 5 months	2	
1 year and 6 months – 2 years	1	

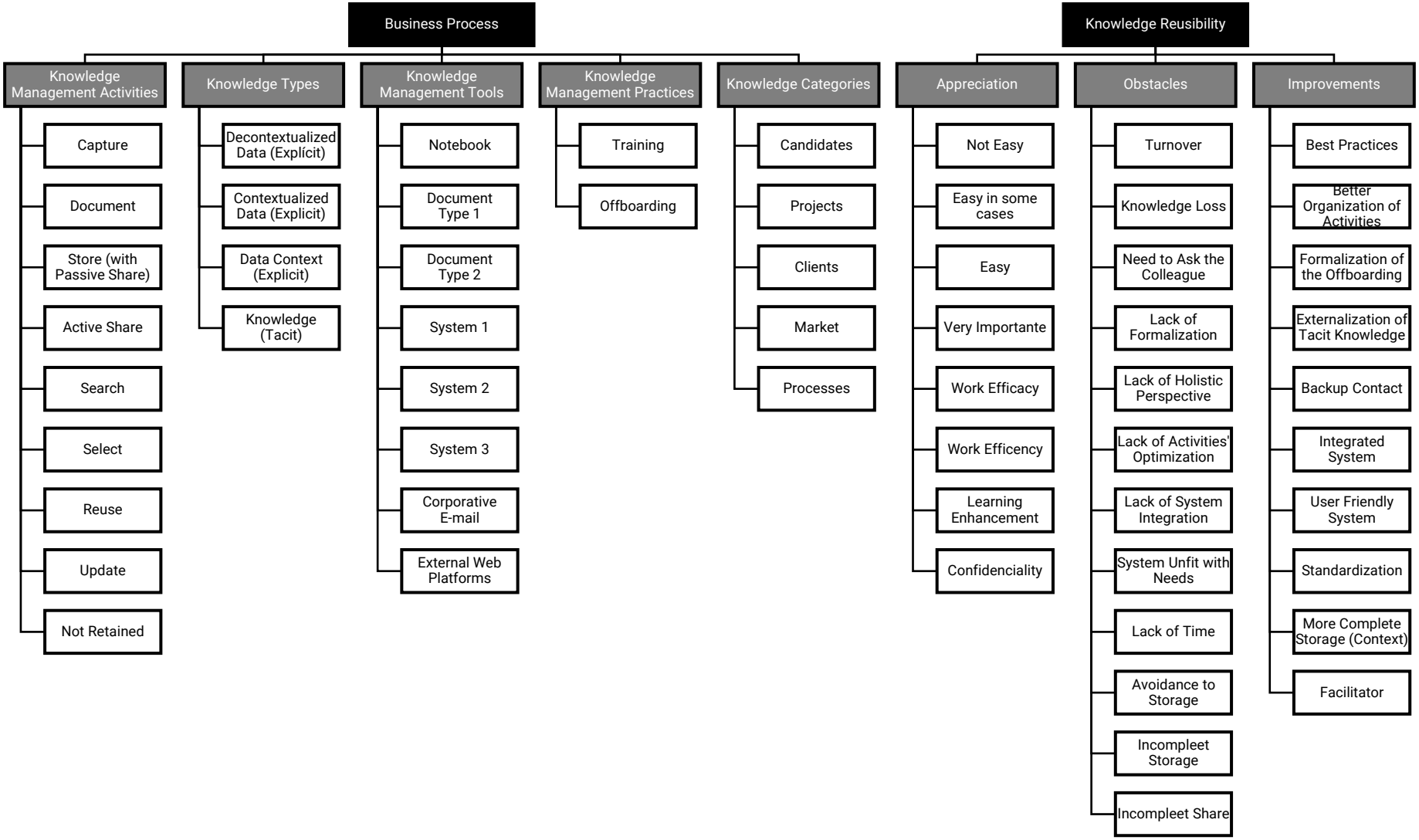
*One of the participants belongs to more than one area

Annex 14: Descriptive Analysis of the Questionnaires

Criteria	Participants (# Frequency)	Participants (# Total)
Sex		
Female	6	9
Male	3	
Age (years)		
23-25	2	9
26-30	3	
31-35	4	
Job		
Trainee	1	9
Junior Consultant	1	
Consultant	5	
Manager	1	
No Answer	1	
Area		
Banking & Insurance	1	9*
Sales & Marketing	2*	
Tax & Legal	1	
Finance & Accounting	2	
Engineering & Industry	3*	
No Answer	1	
Internship at the organization		
Yes	3	9
No	6	
Tenure (Organization)		
Less than or equal to 1 year	4	9
1 year and 1 month – 1 year and 5 months	1	
1 year and 6 months – 2 years	3	
2 years and 1 month – 2 years and 5 months	0	
2 years and 6 months – 3 years	1	
Tenure (Job)		
Less than or equal to 1 year	2	9
1 year and 1 month – 1 year and 5 months	0	
1 year and 6 months – 2 years	1	
2 years and 1 month – 2 years and 5 months	1	
2 years and 6 months – 3 years	2	
More than 3 years	3	

*One of the participants belongs to more than one area

Annex 15: Content Analysis – Categories and Code Mapping



Annex 16: Content Analysis – Codes Description

Category	Subcategory	Code	Description
Business Process	Knowledge Management Activities	Capture	Identifying and apprehending data/information/knowledge from a source.
		Document	Externalize the apprehended knowledge by registering it in a sharable format.
		Store (with Passive Share)	Introducing the documented data/information/knowledge into a system or any other kind of storage system that is available for others to access if/when needed. Here the main purpose of the activity is to keep the data/information/knowledge achieved, the share happens in an indirect way.
		Active Share	Actively sharing the data/information/knowledge with another person. Here the intent of the activity is to share the data/information/knowledge, whether it is stored or not is not the concern.
		Search	Look for the data/information/knowledge in need that has already been retained in the organization and is present either in the organizational systems or people.
		Select	Select the relevant data/information/knowledge in need that has already been retained and searched for in the organization and is present either in the organizational systems or people.
		Reuse	Use the relevant data/information/knowledge in need that has already been retained, searched for and selected in the organization and is present either in the organizational systems or people.
		Update	Updating the data/information/knowledge that has already been retained in the organization and is present either in the organizational systems or people.
		Not Retained	Moments where there is verified knowledge generation or contact but there is no knowledge management activity taking place to retain it in the organization.
	Knowledge Type	Decontextualized Data (Explicit)	Data that when documented was retrieved from its context and registered

Category	Subcategory	Code	Description
			as decontextualized explicit data. This comprises, for example, the description of observations that were not interpreted by the employee, only registered as retrieved from the source.
		Contextualized Data (Explicit)	Information that consists of data that when documented was not separated from its context. This comprises, for example, evaluations where only the knower can separate the context from the data observed.
		Data Context (Explicit)	Data about the context of the information captured. This comprises a contextualization of the decontextualized or contextualized data in a separate form. For example, information about the metric grid used to perform an evaluation of an evidence observed.
		Knowledge (Tacit)	Knowledge that was not externalized. Knowledge that is internalized or present in the employee's mind but was not externalized.
	Knowledge Management Tool	Notebook	Utilization of a personal notebook.
		Document Type 1	Utilization of a document classified as type 1.
		Document Type 2	Utilization of a document classified as type 2.
		System 1	Utilization of a system classified as 1.
		System 2	Utilization of a system classified as 2.
		System 3	Utilization of a system classified as 3.
		Corporative E-mail	Utilization of the corporative email.
		External Web Platforms	Utilization of web platforms that are not linked to the company's internal system.
	Knowledge Management Practice	Training	Established practices of any kind of training in the organization with the purpose to share knowledge.
		Offboarding	Practices described in order to retain the knowledge of employees that are known to shortly be departing from the organization
	Knowledge Category	Candidates	Data/information/knowledge about Candidates that participate in processes.
		Projects	Data/information/knowledge about Projects adjudicated by the clients.
		Clients	Data/information/knowledge about Clients of the company.
		Market	Data/information/knowledge about the markets the clients work in.

Category	Subcategory	Code	Description
		Process	Data/information/knowledge about Internal Processes and Employees' Skills.
Knowledge Reusability	Appreciation	Not Easy	The reuse of data/information/knowledge is not easy to conduct
		Easy in some cases	The reuse of data/information/knowledge is easy to conduct but only in specific cases
		Easy	The reuse of data/information/knowledge is easy to conduct
		Very Important	The quality of the knowledge reuse is very important in the search and selection service
		Work Efficacy	The quality of the knowledge reuse positively impacts the work developed in terms of accomplishing goals
		Work Efficiency	The quality of the knowledge reuse positively impacts the work developed in terms of velocity and optimization of the process
		Learning Enhancement	The quality of the knowledge reuse improves learning
		Confidentiality	The quality of the knowledge reuse impacts confidentiality
	Obstacles	Turnover	The entries and exits of employees in the company impact knowledge reuse
		Knowledge Loss	There is data/information/knowledge that is not being retained
		Need to Ask the Colleague	There is data/information/knowledge that is present only in the employees
		Lack of Formalization	There are no formalized procedures to retain certain kinds of knowledge
		Lack of Holistic Perspective	The knowledge about the overview of the overall process is not correctly shared with employees
		Lack of Activities' Optimization	The activities performed are not standardized and there is no mechanism to select and share best practices through the organization
		Lack of System Integration	There are several systems at use, and they are not efficiently integrated with each other
		System Unfit with Needs	The system is not well fitted with the business process needs
		Lack of Time	Time is a scarcer resource and the knowledge management process takes too much of it

Category	Subcategory	Code	Description
		Avoidance to Storage	Some employees avoid knowledge management activities and are not motivated to do so
		Incomplete Storage	There is data/information/knowledge that is not being stored, specially the context
		Incomplete Share	There is data/information/knowledge that is not being shared
	Improvements	Best Practices	Select the best practices and provide a mechanism to establish them
		Better Organization of Activities	Give better support on how to understand the overall aggregation of activities and how to organize their accomplishment
		Formalization of the Offboarding	Institutionalize a forma procedure to conduct the offboarding and subjacent share of knowledge at the moment of exit
		Externalization of Tacit Knowledge	Provide a manual/portfolio with the purpose of externalize the technical tacit knowledge of the consultants in order to keep it in the organization
		Backup Contact	Have more than one consultant at contact with the client in order to have a relationship built with more than one employee of the company
		Integrated System	Integrate the several systems at use in order to have a more optimized system which interconnects data/information
		User Friendly System	Design and construct the system considering the easiness and quickness of its usage by the user
		Standardization	Select the operational procedures that can be standardized in order to achieve a better data/information/knowledge reuse and the best way to perform them. Then, formalize and control the uniformization of their performance
		More Complete Storage (Context)	Provide more complete data/information/knowledge documentation and storage, namely, by inserting context
		Facilitator	Provide a person that has the responsibility to guide, organize and monitor the knowledge management system

Annex 17: Content Analysis – Analysis Matrix

Category	Sub Category	Code	Evidence	Instrument	#I	#O
Business Process	Knowledge Management Activities	Capture	“identificamos essa necessidade”	I1_P1	35	2
			“enquadramento desta necessidade”	I1_P1		
			“há uma triagem curricular, uma triagem telefónica que pode ocorrer”	I1_P1		
			"fazemos também alguns contactos [a candidatos]"	I1_P1		
			"entrevista”	I1_P1		
			"fazer o follow-up da entrevista, como é que correu"	I1_P1		
			"acompanhamento do candidato durante o período de integração na empresa"	I1_P1		
			"follow-up do nosso serviço … feedback por parte do cliente"	I1_P1		
			“identificamos que … está com essa necessidade”	I1_P2		
			“discutir necessidades [do cliente]”	I1_P2		
			"contacto direto [com candidatos]"	I1_P2		
			"por aquilo que está descrito no perfil da pessoa no *LinkedIn*"	I1_P2		
			"uma triagem telefónica ao início"	I1_P2		
			"marcação de entrevista"	I1_P2		
			"rececionado o cv"	I1_P2		
			"marcar entrevista"	I1_P2		
			"acompanhando o candidato … acompanhando sempre o cliente"	I1_P2		
			"acompanhamento [do candidato e do cliente] … o período de garantia"	I1_P2		
			"perceber quais são as necessidades"	I1_P5		
			"pesquisa para que através do *LinkedIn* possamos fazer um complementar"	I1_P5		
			"[CVs] em resposta aos anúncios"	I1_P5		
			"conjunto das triagens"	I1_P5		
			"bolo das entrevistas … captar o máximo possível"	I1_P5		
			"o período de garantia … vamos acompanhando … as etapas … de adaptação do candidato"	I1_P5		
			"a possibilidade de nos passarem uma posição ou uma necessidade"	I1_P3		
			"necessidades que nos foram passadas, através de uma *job description*"	I1_P3		
			"a triagem ... dessas duas vertentes [CVs e Abordagens]"	I1_P3		

Category	Sub Category	Code	Evidence	Instrument	#I	#O
			"uma triagem telefónica da nossa parte"	I1_P3		
			"entrevista presencial"	I1_P3		
			"acompanhamento posterior e ao mesmo tempo que é desenvolvido o processo … junto do cliente e quer junto do candidato"	I1_P3		
			"levantamento de perfil"	I1_P4		
			"e depois fazermos nós a nossa própria pesquisa"	I1_P4		
			"colocar o anúncio"	I1_P4		
			"fazemos triagem … triagem telefónica"	I1_P4		
			"agendar entrevista"	I1_P4		
			Ler notícias sobre o mercado	O		
			Reunião marcada com cliente para recolher informação	O		
		Document	“tiramos as nossas próprias notas … fazemos um documento”	I1_P1	23	1
			“compilamos a informação [recolhida sobre o cliente]”	I1_P1		
			“triagens usualmente … feitas [n]um [documento tipo 1]"	I1_P1		
			"não temos guião de entrevista … o documento onde nós registamos a entrevista acaba por nos guiar de forma standard"	I1_P1		
			"se for em [outro modelo de entrevista] tipicamente um documento à parte"	I1_P1		
			"entrevistas … não tem um guião … há perguntas ... que são comuns ... recolha de informação … diretamente para um ficheiro"	I1_P2		
			"inserir essa informação [sobre o cliente] no nosso sistema"	I1_P2		
			"existe um role mínimo de *short-list*"	I1_P5		
			"e de pontos de situação intermédios"	I1_P5		
			"atribuo um [tipo de codificação para procura posterior]"	I1_P5		
			"não existe um guião, a própria folha vai orientando para o tipo de tópicos … o resto do suporte de informação complementar fica registado num documento … durante a entrevista"	I1_P5		
			"ficheiro … disponível … triagens telefónicas … seja registada alguma informação prévia à entrevista"	I1_P5		
			"sempre que há a realização de uma reunião … há um registo posterior daquilo que foi a realização"	I1_P3		
			"toda a informação que foi abordada … é registada … é só copiada"	I1_P3		
			"as triagens, regra geral … é criado um documento … vamos registando informação"	I1_P3		

Category	Sub Category	Code	Evidence	Instrument	#I	#O
			"[o guião é] preenchido no decorrer da entrevista pelo próprio entrevistador"	I1_P3		
			"[informação é registada] em *templates* de relatório standardizados para toda para todas as áreas"	I1_P3		
			"é transcrito exatamente de formato físico para formato digital no sistema já"	I1_P4		
			"[outros testes] através de anotações ou através de um [documento tipo 2] e também se junta à avaliação"	I1_P4		
			"não lhe chamaria guião, mas pode funcionar como tal … é um *template* … para escrevermos toda a informação que nós precisamos"	I1_P4		
			"triagem telefónica … em [documento tipo 1]"	I1_P4		
			"o objetivo é chegarmos a uma *short-list* … para … entregar ao cliente"	I1_P4		
			"elaborados relatórios"	I1_P4		
			Registo de Informação em [documento tipo 1]	O		
		Store (with Passive Share)	"[informações sobre reunião] é passado para [sistema 1]"	I1_P1	19	1
			"[o documento das triagens] ou fica no [sistema 1]"	I1_P1		
			"[ponto de situação é armazenado] [sistema 1] … na pasta respetiva"	I1_P1		
			"esse documento [das entrevistas] acaba por ser armazenado em dois sítios"	I1_P1		
			"inserir essa informação [sobre o cliente] no nosso sistema … qualquer pessoa do grupo depois pode aceder"	I1_P2		
			"relativamente à entrevista passamos esse [documento tipo 2] para o nosso sistema"	I1_P2		
			"na plataforma interna … crio o registo [de toda a informação relativa a interação com candidatos]"	I1_P5		
			"registado num documento … externo ao sistema … que é carregado para o sistema"	I1_P5		
			"[relatórios, pontos de situação, *short-lists*] são guardados numa pasta acessível a todos os elementos"	I1_P5		
			"inserir numa plataforma interna … as diretrizes que nos são dadas"	I1_P5		
			"os consultores podem aceder … [a uma área onde] existem ficheiros … [onde é] registada alguma informação prévia à entrevista"	I1_P5		
			"toda a informação que foi abordada … é registada [numa plataforma interna] … é só copiada"	I1_P3		
			"está guardado [no sistema 1]"	I1_P3		
			"não é ... só nosso ... está disponível na rede"	I1_P3		
			"é transcrito … para formato digital no sistema já"	I1_P4		

Category	Sub Category	Code	Evidence	Instrument	#I	#O
			"não existe um campo específico no sistema … mas pode ser registado lá"	I1_P4		
			"existe o upload da informação no sistema"	I1_P4		
			"[outros testes] através de anotações ou através de um [documento tipo 2] e também se junta à avaliação [no sistema]"	I1_P4		
			"[o relatório é armazenado] não é um sistema que está integrado dentro do sistema de base de dados"	I1_P4		
			Consultor a fazer registo de entrevistas realizadas há meses	O		
		Active Share	"[o documento das triagens] ou é partilhado connosco"	I1_P1	20	5
			"[triagens] poderá ser comunicada ao cliente através de um ponto de situação, depende dos clientes"	I1_P1		
			"publicação da vaga"	I1_P1		
			"[entrevista] no final … dar um feedback logo à pessoa"	I1_P1		
			"apresentação do projeto"	I1_P1		
			"partilha com o cliente do perfil desta pessoa"	I1_P1		
			"alguns clientes … preferem ter um *report*"	I1_P1		
			"dar alguns conselhos [ao candidato]"	I1_P1		
			"ir dando os respetivos feedbacks, sejam eles positivos ou negativos"	I1_P1		
			"publicação de anúncios"	I1_P2		
			"é-lhe apresentado o projeto"	I1_P2		
			"partilhamos o currículo com o nosso cliente … e um relatório"	I1_P2		
			"descritivo funcional a publicar em anúncio"	I1_P5		
			"dando feedback sempre ao candidato"	I1_P5		
			"vou dando feedback construtivo ao candidato"	I1_P5		
			"estes relatórios … partilha de *short-list* … currículos … pontos de situação intermédios [partilhados com o cliente]"	I1_P5		
			"colocação de um anúncio"	I1_P3		
			"numa passagem de informação de relatório e CV para o cliente"	I1_P3		
			"chegarmos a uma *short-list* … para … entregar ao cliente"	I1_P4		
			"elaborados relatórios, para enviar para o cliente juntamente com o currículo"	I1_P4		
			Consultor chega de reunião e partilha feedback com o superior	O		

Category	Sub Category	Code	Evidence	Instrument	#I	#O
			Momentos para tirar dúvidas aos elementos menos experientes	O		
			Partilha de informação sobre como redigir uma mensagem perante dúvida de colega menos experiente	O		
			O acompanhamento e feedback são partes muito importantes, mas por vezes são escaços por parte dos clientes	O		
			Momento de feedback relativo ao trabalho de estagiários menos experientes	O		
		Search	"através da nossa base de dados … voltar a revisitar"	I1_P2	3	4
			"revisitar da base de dados"	I1_P5		
			"se registarmos … [o que] estamos à procura … o sistema dá-nos sugestões"	I1_P4		
			Procura de informação sobre candidatos no e-mail	O		
			Consulta de informação na base de dados para novo projeto	O		
			Procura de documento, relativo a informações sobre a atividade, por parte de um consultor demora cerca de 10 minutos	O		
			Procura de documento relativo a procedimentos internos, por parte de um consultor, demora cerca de 12 minutos	O		
		Select	"depois quando quero aceder … escrevo [usando o sistema de codificação]"	I1_P5	2	0
			"[as sugestões do sistema] podem ou não ser interessantes para nós"	I1_P4		
		Reuse	"[perceber bem o projeto para] quando estamos a falar com o candidato podermos explicar"	I1_P1	21	1
			"identificamos targets … tendo em conta aquilo que o cliente nos diz e tendo em conta a nossa experiência no mercado"	I1_P1		
			“[triagens] acaba por ter alguns pontos chave que as pessoas vão perguntar e as respostas que as pessoas têm”	I1_P1		
			"[ponto de situação] documento à parte que pode ser feito com base nestas triagens … ajuda-nos ... a ter uma noção disso e a poder fazer este outro documento"	I1_P1		
			"publicação da vaga … tendo em conta os targets"	I1_P1		
			"contactarmos candidatos que já tivemos no passado"	I1_P1		
			"gerir expectativas"	I1_P1		
			"retiramos aquilo que foi mais importante daquilo que foi a entrevista [para o relatório]"	I1_P1		
			"perceber se [candidatos que tivemos no passado] estão interessados"	I1_P2		
			"definição de um descritivo funcional a publicar em anúncio"	I1_P5		
			"definir filtros de pesquisa"	I1_P5		

Category	Sub Category	Code	Evidence	Instrument	#I	#O
			"existe um role mínimo de *short-list*"	I1_P5		
			"e de pontos de situação intermédios"	I1_P5		
			"[a informação das entrevistas] serve de base para os relatórios"	I1_P5		
			"*search* … que possam estar alinhados [com] os pedidos e necessidades que nos foram passadas"	I1_P3		
			"elaboração de um relatório"	I1_P3		
			"alinhamento de espectativas"	I1_P3		
			"[contacto com o cliente] com base numa serie de informação que nós já temos previamente numa base de dados"	I1_P3		
			"[o que procuramos na pesquisa tem que fazer match com as diretrizes] identificadas com o cliente … e também façam … um match com a cultura"	I1_P4		
			"o objetivo é chegarmos a uma *short-list* … para … entregar ao cliente"	I1_P4		
			"elaborados relatórios"	I1_P4		
			Consulta de currículos para elaboração de relatório	O		
		Update	“adicionando alguns targets … porque fomos fazendo algumas triagens”	I1_P1	6	0
			“ou o perfil muda … nós também temos que alterar esse documento”	I1_P1		
			"a única alteração que faço é corrigir os erros que dei [entre a documentação e armazenamento] … explicar um pouco melhor"	I1_P1		
			"às vezes até posso acrescentar um pouco mais dependendo daquilo que me for recordando, até de notas que possa não ter tirado no caderno"	I1_P2		
			"no limite corrijo algumas gralhas … uma pessoa por vezes escreve por abreviaturas e tentar dar um toque só para aquilo ficar um bocadinho menos anárquico"	I1_P5		
			"às vezes não é transcrito na totalidade … o conteúdo da informação é o mesmo, pode é estar por outras palavras ou por ordem diferente"	I1_P4		
		Not Retained	"os momentos que existem de recolha e de introdução de informação no sistema são estes [sem follow-up]? Sim"	I1_P1	6	3
			"o feedback do candidato e dos clientes tipicamente não é anotado"	O		
			"a triagem tipicamente não é anotada"	I1_P2		
			"tu sabes … e se calhar outros consultores não sabem. Sim, verdade, ou seja, este tipo de informação é muito individual e é muito de sensibilidade também de cada um, não está guardada"	I1_P2		
			"muito do conhecimento que eu vou adquirindo até hoje, daquilo que tem sido o desenvolvimento da minha função aqui dentro ao longo deste ano e meio e muito por aquilo que	I1_P3		

Category	Sub Category	Code	Evidence	Instrument	#I	#O
			é a bagagem que eu trago de outras áreas, não está registado em lado nenhum e eu vou levar isso comigo e muita dessa informação não é passada"			
			"sensibilidade não se aprende"	I1_P3		
			"deixar por escrito: esta prática é feita desta maneira e tem tido estes resultados - isso não acontece, nem nunca aconteceu"	I2_P1		
			Feedback verbal das sessões de formação, não apontado, não registado, feedback informal	O		
			Ficheiros de relatórios e pontos de situação por vezes são guardados, por vezes ficam apenas nos emails enviados	O		
	Knowledge Type	Decontextualized Data (Explicit)	"[informação de entrevistas] qualitativa e quantitativa … eu dou um número, mas..."	I1_P1	1	0
		Contextualized Data (Explicit)	"descritivos funcionais … entregue pela própria empresa"	I1_P1	10	0
			"[triagens] despistar se … enquadrada naquilo que procuramos"	I1_P1		
			"informação retirada dentro da entrevista"	I1_P1		
			"portanto uma parte mais qualitativa"	I1_P1		
			"[entrevistas] essa avaliação neste momento é qualitativa"	I1_P2		
			"[entrevistas] de uma forma mais explícita, de uma forma mais implícita, que são avaliadas sempre por nós"	I1_P5		
			"daí que tenha que haver necessariamente alguma subjetividade"	I1_P5		
			"[existe uma descrição para cada nível] não … acho que é um bocadinho subjetivo que vai depender muito daquilo que são os critérios de cada um dos consultores … é uma avaliação muito pessoal, na minha opinião, muito subjetiva"	I1_P3		
			"avaliado de 1 a 5 estrelas [mas não há contexto relativo à avaliação]"	I1_P4		
			"por muito que queiramos vai ser sempre uma avaliação subjetiva"	I2_P1		
		Data Context (Explicit)	"[informação de entrevistas] qualitativa e quantitativa … mas eu tenho que justificar este número … damos exemplos"	I1_P1	1	0
		Knowledge (Tacit)	"percebermos de onde vem a necessidade"	I1_P1	19	5
			"tendo em conta a nossa experiência no mercado"	I1_P1		
			"gerir expectativas"	I1_P1		
			"dar alguns conselhos [ao candidato]"	I1_P1		
			"cultura, que é importante nós compreendermos"	I1_P1		
			"forma como nós colocamos as questões, isso depende de cada área e de cada consultor"	I1_P1		
			"gerir expectativas"	I1_P2		

Category	Sub Category	Code	Evidence	Instrument	#I	#O
			"é muito da sensibilidade de cada consultor e muito da experiência de cada consultor"	I1_P2		
			"tu sabes qual é que é a cultura do teu cliente … este tipo de informação é muito individual e é muito de sensibilidade também de cada um"	I1_P2		
			"gerir aqui expectativas"	I1_P5		
			"acreditamos que possa fazer *fit* com a organização"	I1_P5		
			"já conhecer vários tipos de perfis bastante bem e tentar perceber de que forma é que podem cair mais para um lado ou para o outro"	I1_P5		
			"[entrevistas] perceber em que determinado tipo de situações contextuais, a pessoa reage perante determinado tipo de situações"	I1_P5		
			"a questão da sensibilidade"	I1_P3		
			"acompanhamento posterior e ao mesmo tempo que é desenvolvido o processo … junto do cliente e quer junto do candidato"	I1_P3		
			"alinhamento de espectativas"	I1_P3		
			"todas as avaliações que são feitas são muitos subjetivas porque acho que são muito pessoais, depende muito"	I1_P3		
			"acaba por ser muito subjetivo"	I1_P4		
			"já tem muita experiência neste tipo de questões"	I2_P1		
			Reconheceu candidato da base de dados no *LinkedIn* e recorda-se da entrevista	O		
			Tem uma estrutura mental do que deve constar no relatório por saber quais os pontos mais valorizados pelo cliente	O		
			Perceber se o candidato é adequado à cultura é muito uma sensibilidade do consultor que é difícil de explicar	O		
			Grande parte do nosso trabalho envolve gerir expectativas dos três lados (empresa, candidatos e clientes)	O		
			Por vezes é necessária uma grande gestão emocional face ao stress	O		
	Knowledge Management Tool	Notebook	"é recolhida para o nosso caderno individual"	I1_P2	3	1
			"anotamos tudo em caderno"	I1_P5		
			"é registada num caderno"	I1_P4		
			Registo de informação de caderno para [sistema 3]	O		
		Document Type 1	“[triagens] um [documento tipo 1]”	I1_P1	9	1
			“[ponto de situação] um documento à parte … em [documento tipo 1]”	I1_P1		
			"[*report*] temos alguns *templates* em [documento tipo 1]"	I1_P1		

Category	Sub Category	Code	Evidence	Instrument	#I	#O
			"[*report*] temos *templates* próprios para o efeito"	I1_P5		
			"um documento de partilha de *short-list*"	I1_P5		
			"as triagens, regra geral … é criado um documento"	I1_P3		
			"[é registada] em *templates* de relatório standardizados para toda para todas as áreas"	I1_P3		
			"utilizamos um *template* em [documento tipo 1] para fazer os relatórios"	I1_P4		
			"triagem telefónica … em [documento tipo 1]"	I1_P4		
			Registo de Informação em [documento tipo 1]	O		
		Document Type 2	"na folha em [documento tipo 2] eu normalmente coloco a informação que recolhi [na reunião]"	I1_P1	8	1
			"usamos um documento em [documento tipo 2] que está pré-definido … para aquilo que são as nossas entrevistas"	I1_P1		
			"se for em [outro modelo de entrevista] tipicamente um documento à parte"	I1_P1		
			"[entrevista] recolha de informação … diretamente para um [documento tipo 2]"	I1_P2		
			"o resto do suporte de informação complementar fica registado num documento … externo ao sistema"	I1_P5		
			"documento que está em [documento tipo 2]"	I1_P3		
			"grelhas de registo da entrevista são em [documento tipo 2]"	I1_P4		
			"[outros testes] através de anotações ou através de um [documento tipo 2] e também se junta à avaliação"	I1_P4		
			Consultor faz upload de [documento tipo 2] para [sistema 2]	O		
		System 1	"[informações sobre reunião] é passado para o [sistema 1]"	I1_P1	11	1
			"[triagens] esse documento ou fica no [sistema 1]"	I1_P1		
			"[ponto de situação é armazenado] [sistema 1] … na pasta respetiva ao cliente"	I1_P1		
			"esse documento [das entrevistas] acaba por ser armazenado em dois sítios … no [sistema 1]"	I1_P1		
			"no [sistema 1] fica tudo"	I1_P1		
			"relatórios são guardados … no [sistema 1]"	I1_P2		
			"[relatórios, pontos de situação, *short-lists*] são guardados num [sistema 1] acessível a todos os elementos"	I1_P5		
			"depois há [o sistema 1] em que estão partilhadas todas as bases de dados de todas as áreas de especialização"	I1_P3		
			"está guardado [no sistema 1]"	I1_P3		

Category	Sub Category	Code	Evidence	Instrument	#I	#O
			"fazemos a exportação … em forma de anexo … essa plataforma que nós temos"	I1_P3		
			"[o relatório é armazenado] não é um sistema que está integrado dentro do sistema de base de dados"	I1_P4		
			Repositório de documentos com diretrizes (1 consultor elaborou o documento, 1 mostrou a existência quando pedidas as diretrizes, 2 consultores sabiam da existência e 3 desconheciam por completo)	O		
		System 2	"esse documento [das entrevistas] acaba por ser armazenado em dois sítios … no nosso sistema interno"	I1_P1	9	0
			"[informação sobre testes extra, outras grelhas] é registada no sistema … naquilo que é possível acrescentar, acrescenta-se … permite que anexemos ficheiros"	I1_P1		
			"relativamente à entrevista, é um sistema diferente … passamos esse ficheiro [documento tipo 2] para o nosso sistema"	I1_P2		
			"temos uma plataforma interna para gestão de candidatos"	I1_P5		
			"registado num documento … externo ao sistema … que é carregado para o sistema"	I1_P5		
			"transformação desse pedido p'ra uma outra plataforma [onde fazemos] a gestão dos próprios candidatos"	I1_P3		
			"existe o upload da informação no sistema"	I1_P4		
			"[outros testes] através de anotações ou através de um [documento tipo 2] e também se junta à avaliação"	I1_P4		
			"não existe um campo específico no sistema … mas pode ser registado lá"	I1_P4		
			Consultor a fazer registo de entrevistas realizadas há meses no [sistema 2]	O		
		System 3	"inserir essa informação [sobre o cliente] no nosso sistema"	I1_P2	4	1
			"inserir numa plataforma interna … as diretrizes que nos são dadas"	I1_P5		
			"registo dessa mesma proposta nessa mesma plataforma"	I1_P3		
			"é transcrito … para formato digital no sistema já"	I1_P4		
			Registo de informação no [sistema 3]	O		
		Corporative E-mail	"[triagens] ou é também partilhado connosco ... via e-mail, por exemplo"	I1_P1	7	2
			"[triagens] comunicada ao cliente através de um ponto de situação"	I1_P1		
			"partilha com o cliente do perfil desta pessoa [do *report*]"	I1_P1		
			"marcar entrevistas"	I1_P1		
			"contacto constante … e-mail"	I1_P2		

Category	Sub Category	Code	Evidence	Instrument	#I	#O
			"sempre que um ponto de situação ou uma partilha … é enviado por um consultor para um cliente"	I1_P5		
			"formalizado um email do candidato e da empresa enquanto"	I1_P3		
			Muita informação fica registada nos e-mails	O		
			Procura de informação sobre candidatos no e-mail	O		
		External Web Platforms	"o *LinkedIn* é talvez o mais tradicional … contactarmos candidatos"	I1_P1	7	2
			"através do site e outras plataformas de emprego"	I1_P2		
			"ou através, por exemplo, de *LinkeIn* … abordagens diretas"	I1_P2		
			"a ser partilhado em várias plataformas"	I1_P5		
			"nas nossas plataformas, redes sociais"	I1_P3		
			"através do portal para fazerem a aprovação da política"	I1_P4		
			"também a nível de *LinkedIn Recruiter*"	I1_P4		
			Pesquisas no *LinkedIn* utilizando filtros de pesquisa específicos	O		
			Pesquisas no *LinkedIn*	O		
	Knowledge Management Practice	Training	"são feitos *role plays* quando um consultor ou estagiário passa a exercer novas funções face à posição que tinha anteriormente"	O	2	9
			"vão assistindo a entrevistas dos consultores mais seniores … aquilo que aprendem é muito do que assistem em entrevista … vão moldando o seu próprio estilo de entrevista"	I1_P2		
			"dar uma formação ... porque estás a fazer vários procedimentos muito bem e para a malta que não tem tido tanto sucesso a esse nível conseguir fazer da mesma maneira ... nunca cheguei a fazer isso"	I2_P1		
			Um dos consultores vai fazer uma sessão de formação com outro consultor	O		
			Informações passadas via oral	O		
			Formações online que ficaram indisponíveis passado algum tempo	O		
			Há muita formação *on the job* dada de consultor a consultor que não é contabilizada nem formalizada enquanto formação	O		
			Recebem formações certificadas de parceiros também	O		
			Momentos para tirar dúvidas aos elementos menos experientes	O		
			Consultor com menos experiência a ensinar o seu superior a registar as informações no sistema	O		
			Momento de feedback relativo ao trabalho de estagiários menos experientes	O		

Category	Sub Category	Code	Evidence	Instrument	#I	#O
		Offboarding	"até poderá haver [um processo formal] mas pelo menos não nos é mostrado esse tipo de procedimento de saída"	I2_P1	3	1
			"definido em conjunto [com o manager], houve algumas coisas que ele pediu à priori, mas depois eu acabei por acrescentar certas coisas para também ficar tudo certo"	I2_P1		
			"tive uma entrevista de saída"	I2_P1		
			Consultor encontra-se a rever informações sobre processos para passar a colegas dado que está de saída da organização	O		
	Knowledge Category	Candidates	"acompanhamento do candidato"	I1_P1	5	0
			"informação sobre candidatos"	I1_P2		
			"o raio-x do candidato"	I1_P5		
			"conhecemos os candidatos"	I1_P3		
			"informação que nós temos do lado do candidato"	I1_P4		
		Projects	"apresentação do projeto"	I1_P1	5	0
			"apresentado o projeto de uma forma detalhada"	I1_P2		
			"devemos apresentar projetos"	I1_P5		
			"fazer aqui uma apresentação do projeto"	I1_P3		
			"entrevistámos para esse projeto"	I1_P4		
		Clients	"alguns clientes preferem"	I1_P1	5	0
			"sabes qual é que é a cultura do teu cliente"	I1_P2		
			"reunir com o cliente"	I1_P5		
			"há sempre um acompanhamento … junto do cliente"	I1_P3		
			"informação no lado do cliente"	I1_P4		
		Market	"a nossa experiência no mercado"	I1_P1	5	0
			"a recrutar para uma determinada área"	I1_P2		
			"um próprio efeito de espelho nalguns candidatos, por terem a mesma formação e até experiência académica e profissional que eu"	I1_P5		
			"entendimento muito diferente daquilo que será uma pessoa que venha de outra área porque eu estive no terreno"	I1_P3		
			"na minha área acaba por ser muito essencial"	I1_P4		
		Process	"até que ponto é que o meu método ou o método da outra pessoa é o melhor?"	I1_P1	5	0

Category	Sub Category	Code	Evidence	Instrument	#I	#O
			"vão moldando o seu próprio estilo de entrevista"	I1_P2		
			"o sub-guião vem muito daí … há determinadas perguntas que são feitas quase invariavelmente"	I1_P5		
			"familiarização daquilo que é as ferramentas, a informação, todos os conhecimentos que vamos usando e criando ao longo do desenvolvimento da nossa função"	I1_P3		
			"que queremos para aquele processo"	I1_P4		
Knowledge Reusability	Appreciation	Not Easy	"há pessoas que tiram poucas notas, é complicado … podia ser mais fácil a pesquisa … podiam ajudar-nos nesse processo e a fechar esse processo de forma mais rápida … devia ser algo mais rápido"	I1_P1	5	0
			"não é fácil"	I1_P2		
			"não é fácil de todo, não é fácil … dificuldades de adaptação na entrada exatamente por aquilo que eram as plataformas usadas"	I1_P3		
			"informação mais antiga nem por isso … há muita informação que ainda não está no sistema"	I1_P4		
			"não é fácil conseguir conjugar a disponibilidade própria em termos daquilo que é urgente"	I1_P5		
		Easy in some cases	"fácil é, se a pessoa tiver registado"	I1_P1	4	0
			"fase inicial não foi fácil, mas agora já é mais automático"	I1_P2		
			"mais recentemente sim"	I1_P4		
			"é fácil perceber o propósito"	I1_P5		
		Easy	"não há aqui um ponto que seja mais, mais complexo … não vejo aqui nada que possa ser alterado"	I1_P1	2	0
			"está mais standardizado, usamos todos o mesmo *template*, preenchemos todos os mesmos campos, acaba por ser muito mais acessível"	I1_P4		
		Very Important	"bastante importante"	I1_P1	5	0
			"é muito importante"	I1_P2		
			"extremamente importante … importantíssimo"	I1_P3		
			"bastante alta em termos de importância"	I1_P4		
			"muito importante esse tratamento"	I1_P5		
		Work Efficacy	"ir ao sistema … verificar aquilo que já tinha sido retirado … ajudou-me bastante … duas pessoas diferentes, que tinham informações que eram diferentes … juntar a informação … enviar o mais completo possível"	I1_P1	3	1
			"pode ser crucial no desfecho de um processo de recrutamento"	I1_P2		
			"conseguirmos corresponder às necessidades que o cliente vai ter"	I1_P4		

Category	Sub Category	Code	Evidence	Instrument	#I	#O
			"estagiário está a desenvolver autonomamente um repositório de termos técnicos para o auxiliar nas suas funções"	O		
		Work Efficiency	“ajudar a chegar a soluções de forma mais rápida … acaba por nos poupar algum tempo”	I1_P1	3	0
			"minimiza, otimiza o trabalho que temos … é tempo que ganhamos"	I1_P3		
			"um tratamento inadequado é o primeiro passo para … haver uma probabilidade elevada de se duplicar trabalho … evitar a duplicação de trabalho desnecessário … há etapas que podem perfeitamente ser queimadas"	I1_P5		
		Learning Enhancement	“para que depois as outras pessoas tenham acesso e seja partilhado … importante para o cliente … ter uma visão do processo"	I1_P1	3	1
			"importantíssimo haver uma passagem da mesma para, não só para colegas que vêm, que entram de novo, como os estagiários ... familiarização daquilo que é as ferramentas, a informação, todos os conhecimentos que vamos usando e criando ao longo do desenvolvimento da nossa função e poder passar os mesmos … otimiza e acelera todos os processos de aprendizagem para os restantes colegas"	I1_P3		
			"mesmo quando vem alguém de fora e já temos essa retenção de conhecimento internamente, a integração dessa pessoa, o desenvolvimento da pessoa, até chegar à parte de demonstrar resultados, pode ser acelerada"	I2_P1		
			"estagiário e consultor partilharam que ter definido um tempo específico para tirar dúvidas ao estagiário contribuiu para que o mesmo compreendesse melhor o que é o seu papel e tivesse menos dúvidas no desenvolvimento das suas tarefas"	O		
		Confidentiality	"consentimento que o candidato tem que dar para a proteção de dados"	I1_P1	5	0
			"lidamos com muita informação … confidencial … é crítico a organização da mesma"	I1_P2		
			"da proteção de dados"	I1_P3		
			"políticas da proteção de dados"	I1_P4		
			"muitas vezes pedimos é à pessoa para pedir o consentimento"	I1_P5		
	Obstacles	Turnover	"se eventualmente esse colega algum dia sair da empresa ou se já não estiver na empresa, provavelmente eu vou ter que [repetir fases do processo de *search and selection*] para triar certo tipo de informações"	I1_P2	3	1
			"não tenho absolutamente informação nenhuma porque as diretrizes que a pessoa tinha na altura não eram as mesmas eventualmente que eu tenho agora … não me permite se calhar estar tão atualizada e tão informada sobre aquilo que já foi o trabalho previamente desenvolvido ... porque aquela informação não foi registada"	I1_P3		

Category	Sub Category	Code	Evidence	Instrument	#I	#O
			"como existe um turnover, ou seja, uma rotação de pessoas elevada, acaba por ser difícil também praticar este tipo de retenção … três chefias diretas em um ano e oito meses ainda é muito pesado"	I2_P1		
			"um dos consultores observados está de saída da organização"	O		
		Knowledge Loss	"houve uma altura em que saíram duas, três pessoas num espaço de 6 meses … que se perdeu … na prática perdeu-se informação porque quem tinha a informação … eram essas pessoas … a própria sensibilidade da entrevista quem tinha eram essas pessoas e o que obrigou por exemplo a ter que [repetir fases do processo de *search and selection*] porque não estavam no sistema"	I1_P2	4	0
			"há imensa coisa que se perde porque … eu de hoje para amanhã vou-me embora e muito do conhecimento que eu vou adquirindo até hoje, daquilo que tem sido o desenvolvimento da minha função aqui dentro ao longo deste ano e meio e muito por aquilo que é a bagagem que eu trago de outras áreas, não está registado em lado nenhum e eu vou levar isso comigo e muita dessa informação não é passada, até porque nem há como passar"	I1_P3		
			"conduzir a que existisse menos informação perdida"	I1_P5		
			"já tivemos o exemplo de alguns trabalhadores, alguns colaboradores que saíram, e que levaram com eles conhecimento que nunca lhes foi pedido para passar … eu levei algum conhecimento que eu tinha que não foi passado nunca para outras pessoas que continuaram na organização ... eu tento passar ... mas quem tinha a relação com os clientes, o que é que os clientes gostava, como é que eles gostavam de trabalhar, acabava por ser eu"	I2_P1		
		Need to Ask the Colleague	"obriga muitas vezes a ter que perguntar a um colega o que é que ele achou de … apesar de ele dar uma classificação positiva"	I1_P2	1	1
			"um consultor pergunta a outro se já esteve numa certa empresa"	O		
		Lack of Formalization	"às vezes estamos todos a fazer esta atividade e vamos dando dicas uns aos outros como eu costumava fazer, mas deixar por escrito: esta prática é feita desta maneira e tem tido estes resultados - isso não acontece, nem nunca aconteceu"	I2_P1	1	1
			"Informações passadas via oral"	O		
		Lack of Holistic Perspective	"deixar a informação um bocadinho mais complexa, mais fácil de ser lida e entendida e percecionada por quem vem de novo ou seja, não ter que estar a perceber que este processo encaixa naquele e naquele ... e a pessoa só ter uma noção *overall* daquilo que é o *workflow* de todo o processo não sei quantos meses depois de entrar, porque todos aqueles processos depois encaixam"	I1_P3	1	1
			"há falta de integração da informação relativa ao *workflow*, as coisas são explicadas aos blocos e não de uma forma agregada e lógica o que dificulta a perceção"	O		
			"standardizar aquilo que é o registo da informação porque há pessoas que … registam a informação e forma diferente ... é possível registar a mesma informação de formas distintas e	I1_P1	6	1

Category	Sub Category	Code	Evidence	Instrument	#I	#O
		Lack of Activities' Optimization	isso pode não ser muito bom ... eu estou habituada à informação registada da minha maneira, a outra pessoa está habituada à informação registada de um outro modo … até que ponto é que o meu método ou o método da outra pessoa é o melhor?"			
			"isso não estando definido, faz com que as pessoas muitas vezes coloquem informação de forma completamente diferente … o facto de não existir um guião em termos de qual é que é a informação que tem que estar no sistema"	I1_P2		
			"depois até a forma como os registos e a forma como as coisas são passadas não é uniforme ... acho que é um bocadinho subjetivo que vai depender muito daquilo que são os critérios de cada um dos consultores ... as diretrizes que a pessoa tinha na altura não eram as mesmas eventualmente que eu tenho agora ... nem todas as pessoas têm as mesmas diretrizes … a passagem de informação, a formalização da mesma e a passagem de uns elementos aos outros não é feita da melhor forma ... muito processozinho associado … demasiados passos"	I1_P3		
			"são vários campos e o processo administrativo acaba por ser muito longo … andamos sempre de um lado para o outro, acaba por não ser tão simpático"	I1_P4		
			"grande dispersão de atividades"	I1_P5		
			"acabamos por chegar a estas práticas quase de uma maneira individual, cada um acaba por se adaptar à melhor maneira de fazer"	I2_P1		
			"o registo de informação no *Linkedin* não está padronizado … consultou os materiais ao início, mas depois adaptou às necessidades da área … consultor a utilizar *tempaltes* antigos e desatualizados de relatórios"	O		
		Lack of System Integration	"na prática temos três sistemas"	I1_P2	3	0
			"o facto de haver duas plataformas … e o facto de haver documentação … muita plataforma"	I1_P3		
			"trabalhamos com dois sistemas integrados … sempre que publicamos um anúncio … tem que ir direcionado na teoria para … o nosso portal … são coisas que poderiam ser muito mais ágeis e não são"	I1_P4		
		System Unfit with Needs	"não estão ainda totalmente customizadas à nossa realidade … para que o registo fique cada vez mais standardizado"	I1_P1	3	0
			"porque ter uma plataforma depois simples, mas que depois não se torna nada eficaz porque depois ... para o caso da que temos atualmente ... não é de todo eficaz porque todas as funcionalidades que era suposto ter, na realidade, não funcionam e estamos constantemente com questões e com problemas"	I1_P3		
			"o sistema informático não está otimizado"	I1_P5		
		Lack of Time	"a parte administrativa como digo, sim, tira-nos algum tempo, poderá ser otimizada em algumas vertentes"	I1_P1	4	1
			"o sistema em si tem vários passos … não é um sistema muito rápido"	I1_P2		

Category	Sub Category	Code	Evidence	Instrument	#I	#O
			"é moroso … falta de tempo"	I1_P3		
			"pode ser mais demorosa às vezes … existem aqui alguns passos que dificultam se calhar … em termos de tempo que é sempre escaço"	I1_P4		
			"consultor demora 10/12 minutos a procurar ficheiros … outro consultor revelou que quando entrou foi-lhe explicada a lógica de armazenamento de informação, mas ainda não teve tempo de ver tudo com atenção, tenciona fazê-lo nas férias"	O		
		Avoidance to Storage	"pode ser mais frustrante para algumas pessoas, não é o meu caso … a parte administrativa … eu não fujo da parte administrativa"	I1_P1	2	1
			"desconfianças naquilo que é a plataforma e que por isso mesmo vai evitar nós nos debatermos ou que trabalhemos com ela e que faça com que comece a haver falhas e atrasos naquilo que é os registos … já olhem para aquilo como ok é um pesadelo"	I1_P3		
			"consultor revela ter alguma falta de motivação para os registos que está a fazer por não estar habituado à plataforma … consultor a fazer registo de entrevistas realizadas há meses"	O		
		Incomplete Storage	"informação que a pessoa inseriu é suficiente para aquilo que eu preciso ou não é? … pode condicionar é a forma como essa informação ... há pessoas que tiram poucas notas"	I1_P1	4	1
			"às vezes há coisas que eu … não consigo ter acesso, tenho que lhe perguntar obrigatoriamente"	I1_P2		
			"aquela informação não foi registada"	I1_P3		
			"[existe captura e retenção de conhecimento?] alguma, mas não é de todo bem feita e eficaz … conhecimento mais técnico … é como se houvesse um *reset* cada vez que entra uma pessoa nova"	I2_P1		
			"aquando do registo de informações antigas, falta informação sobre a data de um evento que não é registada"	O		
		Incomplete Share	"[há uma recolha, mas não há uma transmissão dessa recolha] exatamente … acabam por existir várias formações que são dadas por vários membros das equipas … formações esporádicas … o material disponível … mas não de uma maneira a que seja possível perceber todos os pontos"	I2_P1	1	1
			"quando comecei tinha falta de informação"	O		
	Improvements	Best Practices	"até que ponto é que o meu método ou o método da outra pessoa é o melhor?"	I1_P1	2	0
			"se forem boas práticas, vão ser sempre uma mais valia para a organização"	I2_P1		
		Better Organization of Activities	"definição clara de … dias específicos para fazer [as atividades] … deveria conduzir a que existisse menos informação perdida"	I1_P5	2	0
			"um processo [de saída] mais estruturado poderia ser melhor para o trabalhador que vai sair … pode ser muito mais estruturado, muito mais organizado e acaba por tornar o processo de saída muito menos doloroso"	I2_P1		

Category	Sub Category	Code	Evidence	Instrument	#I	#O
		Formalization of the Offboarding	"se houvesse um documento oficial de todos os procedimentos, pensado, com calma, com pés e cabeça, se calhar existia muito mais coisas que são necessárias fazer do que aquelas que foram postas em prática"	I2_P1	1	0
		Externalization of Tacit Knowledge	"se essa informação estivesse traduzida e escrita, ou seja, um portfólio … para mais tarde recordar"	I1_P3	2	0
			"[um manual semelhante ao que existe para estagiários seria hipótese] sim, sem dúvida … se existisse um complemento desse manual para uma vertente de consultor, claramente seria uma mais valia … se estivessem escritas, no início, quando alguém começa a fazer esse tipo de práticas … este tipo de coisas não está em lado nenhum"	I2_P1		
		Backup Contact	"se existir um backup, bem concentrado, por exemplo, que esteja num *loop* de e-mails, que seja apresentado numa reunião com o cliente, nem que seja conhecer a cara e falar um bocadinho, acho que já faz toda a diferença"	I2_P1	1	0
		Integrated System	"se existisse um sistema … cruzado … só não necessitaríamos, por exemplo, de ter uma pasta … à parte … na prática o ideal seria ter um único sistema que depois dentro desse sistema nós poderíamos aceder a informação"	I1_P2	4	0
			"só o facto de nós otimizarmos com uma única plataforma já era bastante útil ...era mais fácil se existisse uma única plataforma em que nós conseguíssemos articular toda a informação que existe … que tudo o que fosse lá registado automaticamente passasse para a outra plataforma … estivesse tudo intrincado"	I1_P3		
			"[integração dos sistemas] são coisas que poderiam ser muito mais ágeis e não são"	I1_P4		
			"acredito que com o sistema otimizado, sem problemas, nós conseguimos ou conseguiremos ter qualquer tipo de entropia em relação àquilo que é o tratamento de informação"	I1_P5		
		User Friendly System	"podia ser mais fácil a pesquisa … pode ser o mais difícil … devia ser algo mais rápido"	I1_P1	2	1
			"e que essas plataformas fossem *user friendly*, ou seja, fossem rápidas e intuitivas e eficazes"	I1_P3		
			"consultor demora 10/12 minutos a procurar ficheiros … consultor mostra frustração a utilizar o sistema, brinca perguntando se tem mesmo que ser"	O		
		Standardization	"há alguns campos desse … sistema que nós queremos que se tornem obrigatórios até para *standardizar* aquilo que é o registo da informação … poder *standardizar* alguns pontos e depois fechar alguns campos de forma obrigatória para que toda a gente os tenha de preencher daquela maneira"	I1_P1	2	0
			"está a falar de uma uniformização de outro tipo de informações recolhidas"	I2_P1		
		More Complete Storage (Context)	"fácil é … depende da informação que a pessoa inseriu … informação que a pessoa inseriu é suficiente para aquilo que eu preciso ou não é? … é difícil a pessoa recordar-se … fácil é, se a pessoa tiver registado … pode condicionar é a forma como essa informação foi … retirada … no âmbito de um processo … do foco y ... há pessoas que tiram poucas notas. É complicado"	I1_P1	2	0

Category	Sub Category	Code	Evidence	Instrument	#I	#O
			"ter um contexto, o que falta acaba por ser contexto sempre"	I2_P1		
		Facilitator	"Devia haver uma pessoa responsável pelo *on boarding* e que servisse como ponto de sos quando não sabemos onde está a informação ou com quem falar, alguém que tornasse as ferramentas atualizadas e acessíveis"	O	0	1

Annex 18: Content Analysis – Frequency Table

Category	Sub Category	Code	I1_P1	I1_P2	I1_P3	I1_P4	I1_P5	I2_P1	O	T I1	Total
Business Process	Knowledge Management Activities	Capture	8	10	6	5	6	0	2	35	37
		Document	5	2	5	6	5	0	1	23	24
		Store (with Passive Share)	4	2	3	5	5	0	1	19	20
		Active Share	9	3	2	2	4	0	5	20	25
		Search	0	1	0	1	1	0	4	3	7
		Select	0	0	0	1	1	0	0	2	2
		Reuse	8	1	4	3	5	0	1	21	22
		Update	3	1	0	1	1	0	0	6	6
		Not Retained	1	2	2	0	0	1	3	5	9
	Knowledge Type	Decontextualized Data (Explicit)	1	0	0	0	0	0	0	1	1
		Contextualized Data (Explicit)	4	1	1	1	2	1	0	9	10
		Data Context (Explicit)	1	0	0	0	0	0	0	1	1
		Knowledge (Tacit)	6	3	4	1	4	1	5	18	24
	Knowledge Management Tool	Notebook	0	1	0	1	1	0	1	3	4
		Document Type 1	3	0	2	2	2	0	1	9	10
		Document Type 2	3	1	1	2	1	0	1	8	9
		System 1	5	1	3	1	1	0	1	11	12
		System 2	2	1	1	3	2	0	1	9	10
		System 3	0	1	1	1	1	0	1	4	5
		Corporative E-mail	4	1	1	0	1	0	2	7	9
		External Web Platforms	1	2	1	2	1	0	2	7	9
	Knowledge Management Practice	Training	0	1	0	0	0	1	9	1	11
		Offboarding	0	0	0	0	0	3	1	0	4
	Knowledge Category	Candidates	1	1	1	1	1	0	0	5	5

Category	Sub Category	Code	I1_P1	I1_P2	I1_P3	I1_P4	I1_P5	I2_P1	O	T I1	Total
		Projects	1	1	1	1	1	0	0	5	5
		Clients	1	1	1	1	1	0	0	5	5
		Market	1	1	1	1	1	0	0	5	5
		Process	1	1	1	1	1	0	0	5	5
Knowledge Reusability	Appreciation	Not Easy	1	1	1	1	1	0	0	5	5
		Easy in some cases	1	1	0	1	1	0	0	4	4
		Easy	1	0	0	1	0	0	0	2	2
		Very Important	1	1	1	1	1	0	0	5	5
		Work Efficacy	1	1	0	1	0	0	1	3	4
		Work Efficiency	1	0	1	0	1	0	0	3	3
		Learning Enhancement	1	0	1	0	0	1	1	2	4
		Confidentiality	1	1	1	1	1	0	0	5	5
	Obstacles	Turnover	0	1	1	0	0	1	1	2	4
		Knowledge Loss	0	1	1	0	1	1	0	3	4
		Need to Ask the Colleague	0	1	0	0	0	0	1	1	2
		Lack of Formalization	0	0	0	0	0	1	1	0	2
		Lack of Holistic Perspective	0	0	1	0	0	0	1	1	2
		Lack of Activities' Optimization	1	1	1	1	1	1	1	5	7
		Lack of System Integration	0	1	1	1	0	0	0	3	3
		System Unfit with Needs	1	0	1	0	1	0	0	3	3
		Lack of Time	1	1	1	1	0	0	1	4	5
		Avoidance to Storage	1	0	1	0	0	0	1	2	3
		Incomplete Storage	1	1	1	0	0	1	1	3	5
		Incomplete Share	0	0	0	0	0	1	1	0	2
	Improvements	Best Practices	1	0	0	0	0	1	0	1	2
		Better Organization of Activities	0	0	0	0	1	1	0	1	2

Category	Sub Category	Code	I1_P1	I1_P2	I1_P3	I1_P4	I1_P5	I2_P1	O	T I1	Total
		Formalization of the Offboarding	0	0	0	0	0	1	0	0	1
		Externalization of Tacit Knowledge	0	0	1	0	0	1	0	1	2
		Backup Contact	0	0	0	0	0	1	0	0	1
		Integrated System	0	1	1	1	1	0	0	4	4
		User Friendly System	1	0	1	0	0	0	1	2	3
		Standardization	1	0	0	0	0	1	0	1	2
		More Complete Storage (Context)	1	0	0	0	0	1	0	1	2
		Facilitator	0	0	0	0	0	0	1	0	1

Annex 19: OCAI Responses

Now Category									
1. Dominant Characteristics	**P1**	**P2**	**P3**	**P4**	**P5**	**P6**	**P7**	**P8**	**P9**
Dimension A	40	30	5	35	40	40	40	40	25
Dimension B	25	30	20	35	40	30	30	25	30
Dimension C	30	20	70	15	10	20	20	25	30
Dimension D	5	20	5	15	10	10	10	10	15
Total Score	100	100	100	100	100	100	100	100	100
2. Organizational Leadership	**P1**	**P2**	**P3**	**P4**	**P5**	**P6**	**P7**	**P8**	**P9**
Dimension A	30	30	5	40	25	40	50	25	40
Dimension B	20	20	5	20	25	40	10	25	20
Dimension C	10	20	70	20	0	5	20	25	15
Dimension D	40	30	20	20	50	15	20	25	25
Total Score	100	100	100	100	100	100	100	100	100
3. Management of Employees	**P1**	**P2**	**P3**	**P4**	**P5**	**P6**	**P7**	**P8**	**P9**
Dimension A	35	60	30	20	50	40	50	50	35
Dimension B	25	0	20	20	25	20	5	20	35
Dimension C	30	10	40	20	0	20	5	10	20
Dimension D	10	30	10	40	25	20	40	20	10
Total Score	100	100	100	100	100	100	100	100	100
4. Organization Glue	**P1**	**P2**	**P3**	**P4**	**P5**	**P6**	**P7**	**P8**	**P9**
Dimension A	15	35	10	25	25	60	60	20	30
Dimension B	10	35	20	35	25	20	20	20	15
Dimension C	40	20	40	30	25	10	10	40	40
Dimension D	35	10	30	10	25	10	10	20	15
Total Score	100	100	100	100	100	100	100	100	100
5. Strategic Emphases	**P1**	**P2**	**P3**	**P4**	**P5**	**P6**	**P7**	**P8**	**P9**
Dimension A	20	20	10	30	40	60	40	40	40
Dimension B	30	10	20	30	25	20	30	30	15
Dimension C	30	30	50	20	10	15	20	15	30
Dimension D	20	40	20	20	25	5	10	15	15
Total Score	100	100	100	100	100	100	100	100	100
6. Criteria of Success	**P1**	**P2**	**P3**	**P4**	**P5**	**P6**	**P7**	**P8**	**P9**
Dimension A	30	20	20	30	25	60	50	30	25
Dimension B	5	10	10	20	25	25	20	20	40
Dimension C	10	35	40	30	25	10	20	20	25
Dimension D	55	35	30	20	25	5	10	30	10
Total Score	100	100	100	100	100	100	100	100	100

Prefered Category									
1. Dominant Characteristics	**P1**	**P2**	**P3**	**P4**	**P5**	**P6**	**P7**	**P8**	**P9**
Dimension A	20	40	40	25	40	60	50	30	25
Dimension B	40	40	40	35	40	20	30	30	40
Dimension C	20	10	10	30	10	10	10	30	20
Dimension D	20	10	10	10	10	10	10	10	15
Total Score	100	100	100	100	100	100	100	100	100
2. Organizational Leadership	**P1**	**P2**	**P3**	**P4**	**P5**	**P6**	**P7**	**P8**	**P9**
Dimension A	30	30	60	30	25	45	50	35	30
Dimension B	20	30	10	25	25	35	10	15	30
Dimension C	10	10	10	40	0	5	20	15	10
Dimension D	40	30	20	5	50	15	20	35	30
Total Score	100	100	100	100	100	100	100	100	100
3. Management of Employees	**P1**	**P2**	**P3**	**P4**	**P5**	**P6**	**P7**	**P8**	**P9**
Dimension A	35	50	30	30	50	60	60	50	40
Dimension B	20	0	20	25	25	20	5	20	35
Dimension C	15	10	20	30	0	10	5	10	15
Dimension D	30	40	30	15	25	10	30	20	10
Total Score	100	100	100	100	100	100	100	100	100
4. Organization Glue	**P1**	**P2**	**P3**	**P4**	**P5**	**P6**	**P7**	**P8**	**P9**
Dimension A	25	30	30	35	25	70	80	30	40
Dimension B	15	30	30	15	25	5	10	10	25
Dimension C	30	20	20	35	25	20	0	30	25
Dimension D	30	20	20	15	25	5	10	30	10
Total Score	100	100	100	100	100	100	100	100	100
5. Strategic Emphases	**P1**	**P2**	**P3**	**P4**	**P5**	**P6**	**P7**	**P8**	**P9**
Dimension A	50	30	20	30	40	60	50	40	30
Dimension B	20	20	30	20	25	20	40	30	30
Dimension C	15	30	30	30	10	15	5	15	20
Dimension D	15	20	20	20	25	5	5	15	20
Total Score	100	100	100	100	100	100	100	100	100
6. Criteria of Success	**P1**	**P2**	**P3**	**P4**	**P5**	**P6**	**P7**	**P8**	**P9**
Dimension A	50	30	50	35	25	60	55	40	40
Dimension B	15	20	20	15	25	25	25	10	30
Dimension C	15	40	25	40	25	10	20	20	15
Dimension D	20	10	5	10	25	5	0	30	15
Total Score	100	100	100	100	100	100	100	100	100

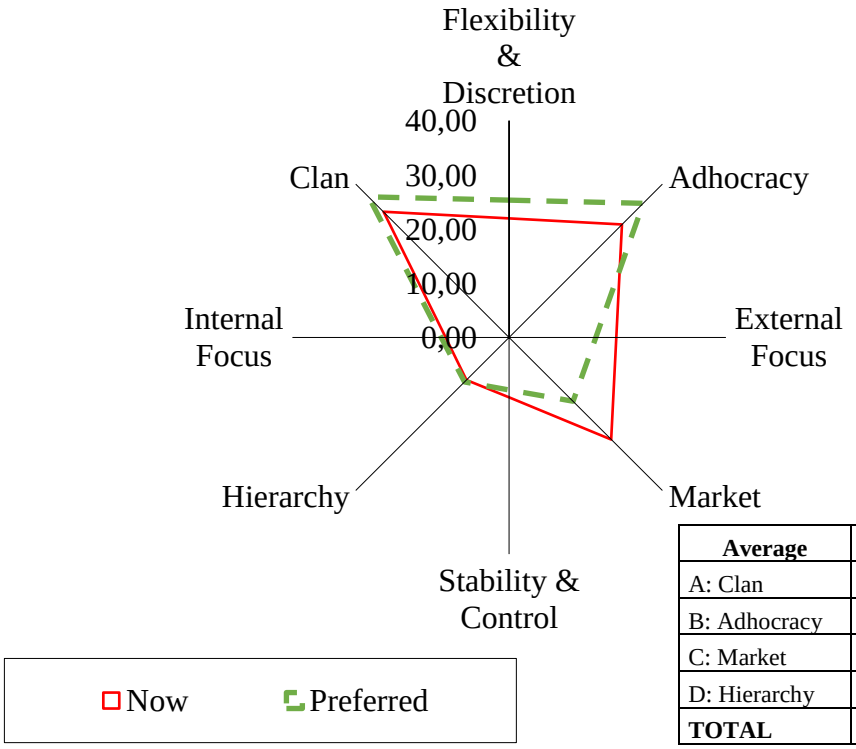
Legend: P = Participant

Annex 20: OCAI Overal Data

Now Category	Total points							Number of Responses							Average						
	D1	D2	D3	D4	D5	D6	Sum	D1	D2	D3	D4	D5	D6	Sum	D1	D2	D3	D4	D5	D6	Sum
Alternative A	295	285	370	280	300	290	1820	9	9	9	9	9	9	54	33	32	41	31	33	32	34
Alternative B	265	185	170	200	210	175	1205	9	9	9	9	9	9	54	29	21	19	22	23	19	22
Alternative C	240	185	155	255	220	215	1270	9	9	9	9	9	9	54	27	21	17	28	24	24	24
Alternative D	100	245	205	165	170	220	1105	9	9	9	9	9	9	54	11	27	23	18	19	24	20
Total Score	900	900	900	900	900	900	5400	36	36	36	36	36	36	216	100	100	100	100	100	100	100
Prefered Category	**Total points**							**Number of Responses**							**Average**						
	D1	D2	D3	D4	D5	D6	Sum	D1	D2	D3	D4	D5	D6	Sum	D1	D2	D3	D4	D5	D6	Sum
Alternative A	330	335	405	365	350	385	2170	9	9	9	9	9	9	54	37	37	45	41	39	43	40
Alternative B	315	200	170	165	235	185	1270	9	9	9	9	9	9	54	35	22	19	18	26	21	24
Alternative C	150	120	115	205	170	210	970	9	9	9	9	9	9	54	17	13	13	23	19	23	18
Alternative D	105	245	210	165	145	120	990	9	9	9	9	9	9	54	12	27	23	18	16	13	18
Total Score	900	900	900	900	900	900	5400	36	36	36	36	36	36	216	100	100	100	100	100	100	100

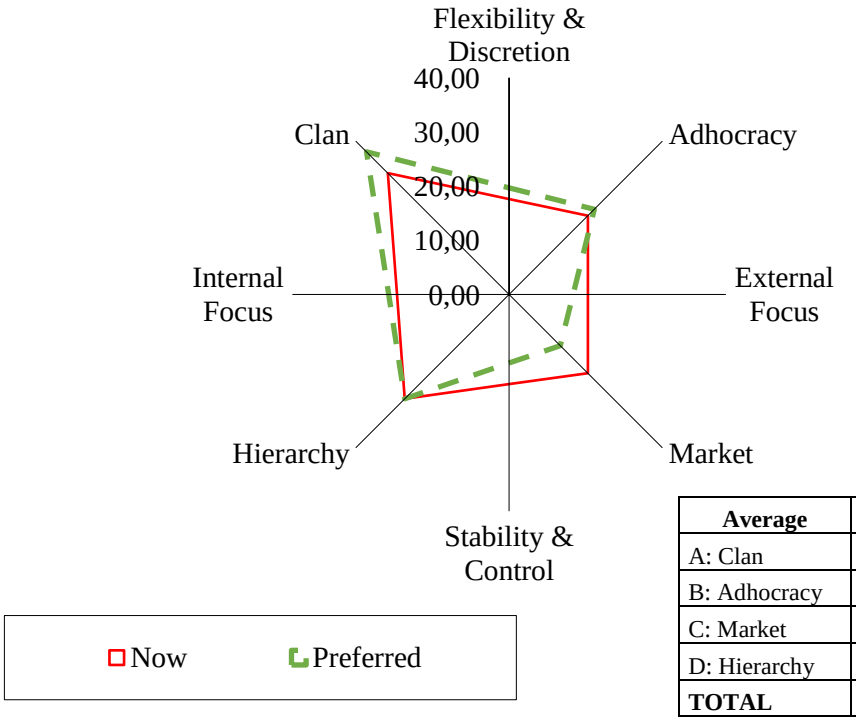
Legend: D = Dimension

Annex 21: OCAI Dominant Characteristics Dimension's Profile



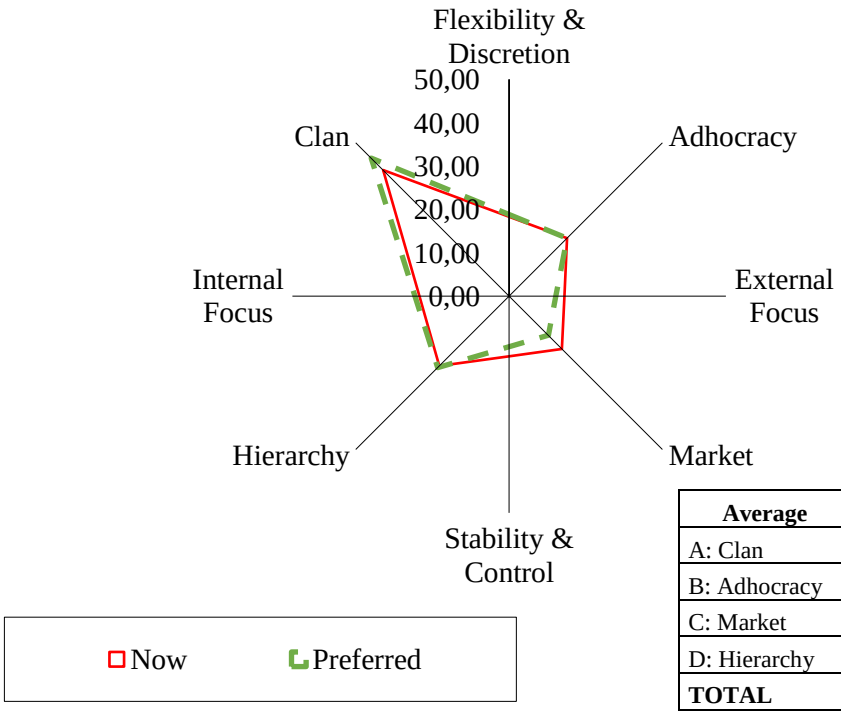
Average	Now	Preferred
A: Clan	33	37
B: Adhocracy	29	35
C: Market	27	17
D: Hierarchy	11	12
TOTAL	**100**	**100**

Annex 22: OCAI Organizational Leadership Dimension's Profile



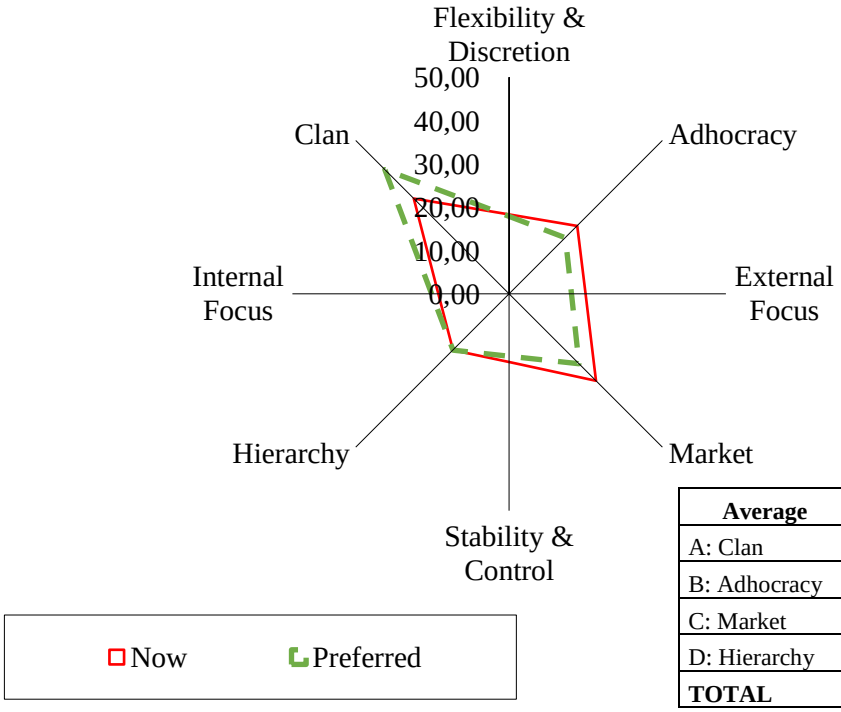
Average	Now	Preferred
A: Clan	32	37
B: Adhocracy	21	22
C: Market	21	13
D: Hierarchy	27	27
TOTAL	**100**	**100**

Annex 23: OCAI Management of Employees Dimension's Profile



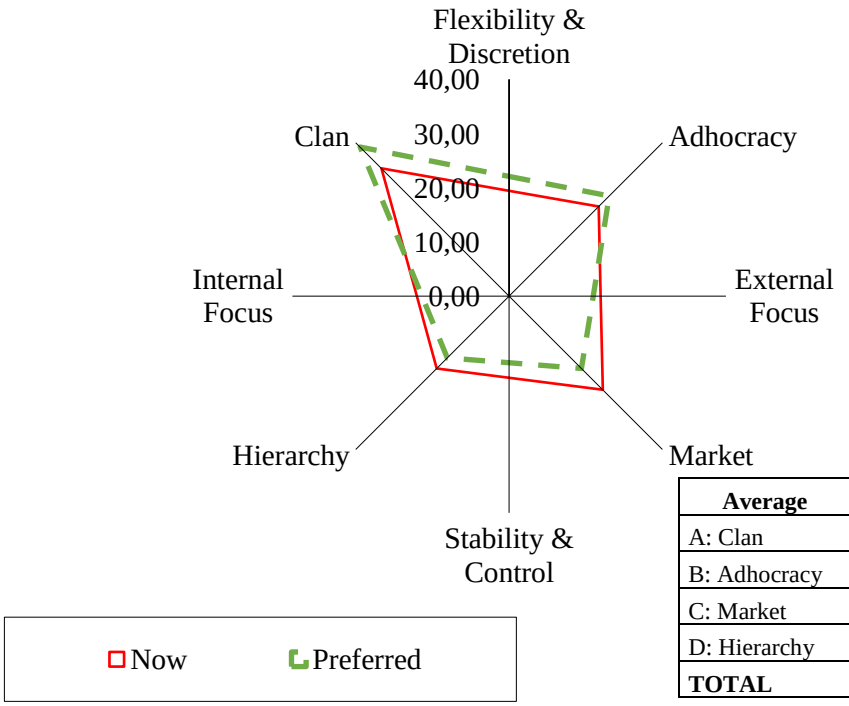
Average	Now	Preferred
A: Clan	41	45
B: Adhocracy	19	19
C: Market	17	13
D: Hierarchy	23	23
TOTAL	**100**	**100**

Annex 24: OCAI Organization Glue Dimension's Profile



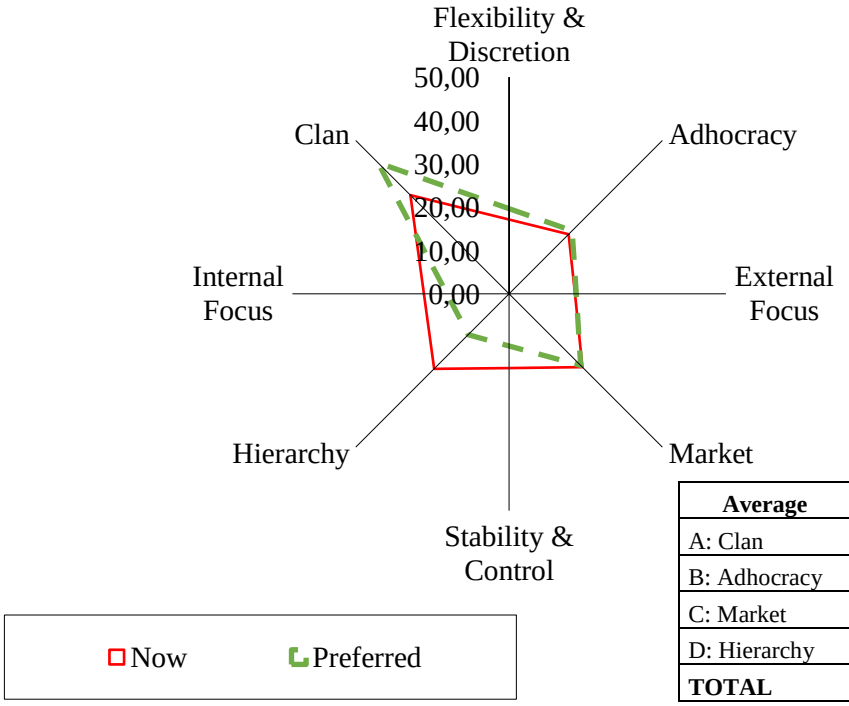
Average	Now	Preferred
A: Clan	31	41
B: Adhocracy	22	18
C: Market	28	23
D: Hierarchy	18	18
TOTAL	**100**	**100**

Annex 25: OCAI Strategic Emphases Dimension's Profile



Average	Now	Preferred
A: Clan	33	39
B: Adhocracy	23	26
C: Market	24	19
D: Hierarchy	19	16
TOTAL	**100**	**100**

Annex 26: OCAI Criteria of Success Dimension's Profile



Average	Now	Preferred
A: Clan	32	43
B: Adhocracy	19	21
C: Market	24	23
D: Hierarchy	24	13
TOTAL	**100**	**100**

Annex 27: Project Implementation - Chronogram

#	Phase	Month	1st Month				2nd Month				3rd Month				4th Month				5th Month				…	10th Month				11th Month				12th Month			
		Week	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	…	41	42	43	44	45	46	47	48	49	50	51	52
1.	**Change Preparation**																																	
1.1.	Strategic Alignment																																	
1.2.	Management Alignment																																	
1.3.	Employees Alignment																																	
1.4.	Training																																	
2.	**Creation**																																	
2.1.	Schedule																																	
2.2.	Tools Design																																	
3.	**Operationalization**																																	
3.1.	Schedule																																	
3.2.	Training																																	
3.3.	Implementation																																	
4.	**Institutionalization**																																	
4.1.	Evaluation																																	
4.2.	Feedback to Management																																	
4.3.	Corrections and Incentives																																	
4.4.	Formalization																																	
5.	**Follow-up**																																	
5.1.	Internal Communication																																	
5.2.	Monitoring & Feedback																																	

Annex 28: Project Implementation - Satisfaction and Frequency of Usage Survey

In order to facilitate the data analysis and considering environmental issues, the surveys should be held in a digital format through platforms such as typeform, google form or any other internal form that can be customized for this project. An example of follow-up questions to access satisfaction and usability are presented above:

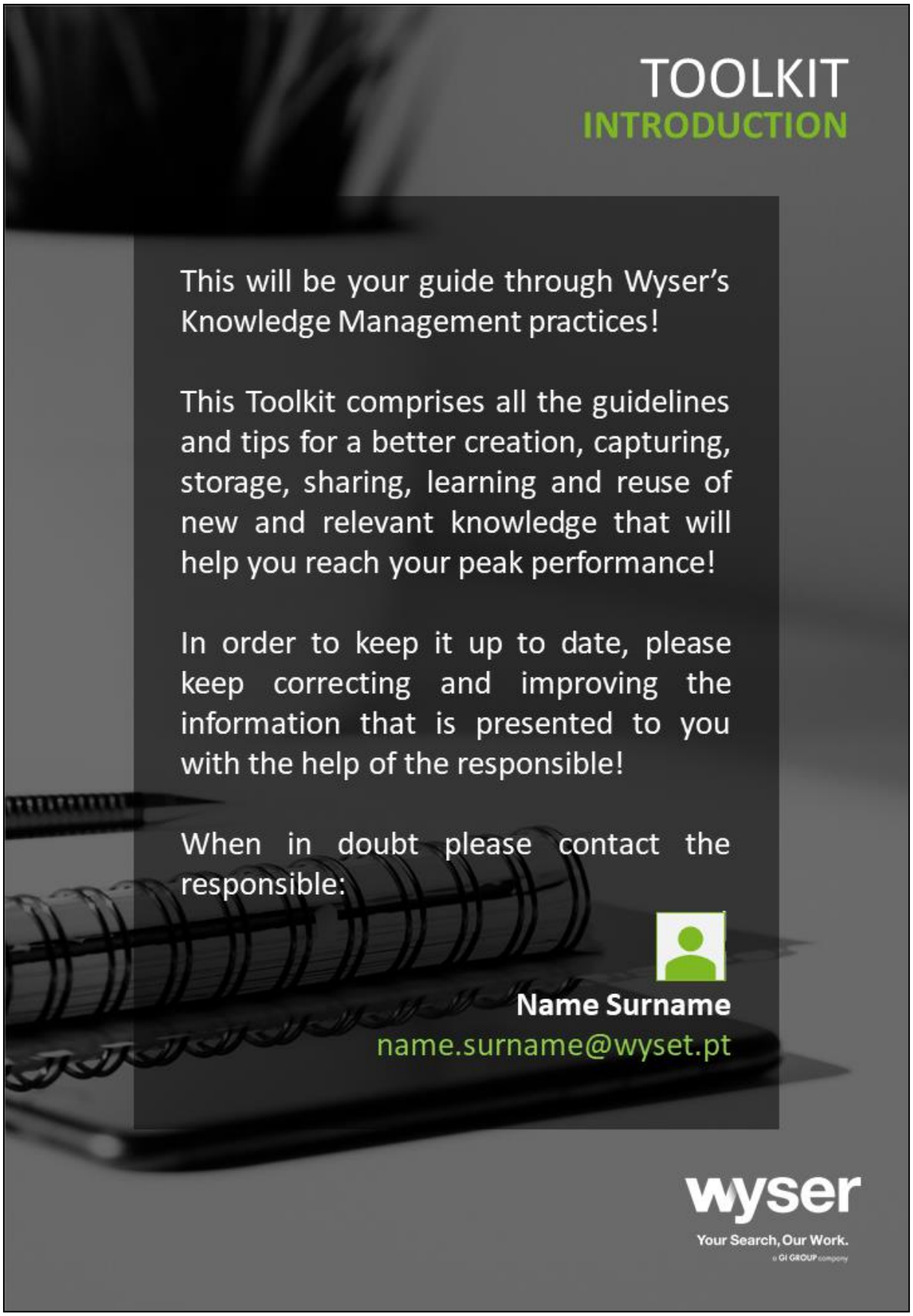
Instructions: Please, classify the items presented from a scale of 0 to 10, being 0 correspondent to "Not applicable", 1 to "Not Satisfied at all" and 10 to "Perfectly satisfied", in terms of satisfaction with your overall experience with:

- New Knowledge Management Process;
- Insertion of data/information into the repository;
- Insertion of data/information into the candidates' profile of the repository;
- Insertion of data/information into the projects' profile of the repository;
- Insertion of data/information into the clients' profile of the repository;
- Insertion of data/information into the markets' profile of the repository;
- Insertion of data/information into the processes' profile of the repository;
- Insertion of outputs from training/coaching/mentoring sessions;
- Insertion of tutorials made by other consultants;
- Insertion of templates or tools from other consultants;
- Insertion of data/information into the Yellow Pages;
- Consultation of data/information into the repository;
- Consultation of data/information into the candidates' profile of the repository;
- Consultation of data/information into the projects' profile of the repository;
- Consultation of data/information into the clients' profile of the repository;
- Consultation of data/information into the markets' profile of the repository;
- Consultation of data/information into the processes' profile of the repository;
- Consultation of outputs from training/coaching/mentoring sessions;
- Consultation of tutorials made by other consultants;
- Consultation of templates or tools from other consultants;
- Consultation of the Yellow Pages;
- Scheduling Training Sessions;
- Scheduling Coaching Sessions;
- Scheduling Mentoring Sessions.

Instructions: Please, classify the items presented, in terms of frequency of usage, according to the Options presented above:
Options: A = Never used it; B = Used it once; C = Used it in the first weeks/months and then stopped; D = Use it when I have the time; E = Use it frequently; F = Use it daily; G = Use it whenever I need to; H = Other (specify)
Items:

- Insertion of data/information into the repository;
- Consultation of data/information from the repository;
- Yellow pages;
- Outputs from training/coaching/mentoring sessions;
- Tutorials made by other consultants;
- Templates or tools from other consultants;
- Training Sessions;
- Coaching Sessions;
- Mentoring Sessions.

Annex 29: Knowledge Management Toolkit


TOOLKIT
INTRODUCTION
This will be your guide through Wyser's Knowledge Management practices!
This Toolkit comprises all the guidelines and tips for a better creation, capturing, storage, sharing, learning and reuse of new and relevant knowledge that will help you reach your peak performance!
In order to keep it up to date, please keep correcting and improving the information that is presented to you with the help of the responsible!
When in doubt please contact the responsible:
Name Surname
name.surname@wyset.pt
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TOOLKIT
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  - Information Assessment
  - Information Analysis
  - Planning
- Management Alignment
  - Meeting Scheduling
  - Presentation
  - Managing Outputs
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  - Meeting Scheduling
  - Presentation
  - Managing Outputs

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  - Item 02
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  - Item 01
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  - Item 01
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  - Item 03


STRATEGIC PLANNING
CHAPTER 01
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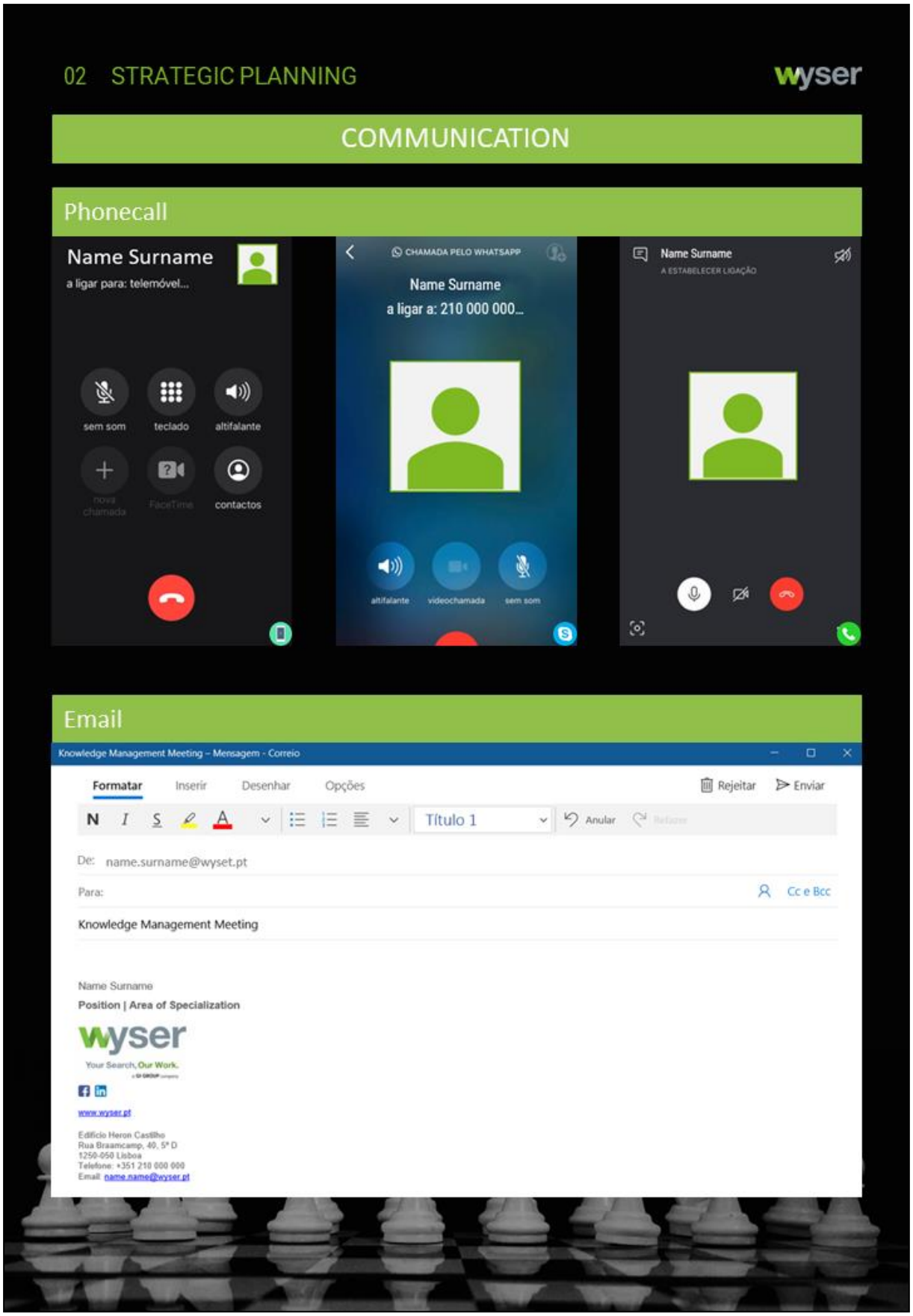
02 STRATEGIC PLANNING
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COMMUNICATION
Phonecall
Name Surname
a ligar para: telemóvel...
sem som
teclado
altifalante
nova chamada
FaceTime
contactos
CHAMADA PELO WHATSAPP
Name Surname
a ligar a: 210 000 000...
altifalante
videochamada
sem som
Name Surname
A ESTABELECER LIGAÇÃO
Email
Knowledge Management Meeting – Mensagem - Correio
Formatar
Inserir
Desenhar
Opções
Rejeitar
Enviar
Título 1
Anular
De: name.surname@wyset.pt
Para:
Cc e Bcc
Knowledge Management Meeting
Name Surname
Position | Area of Specialization
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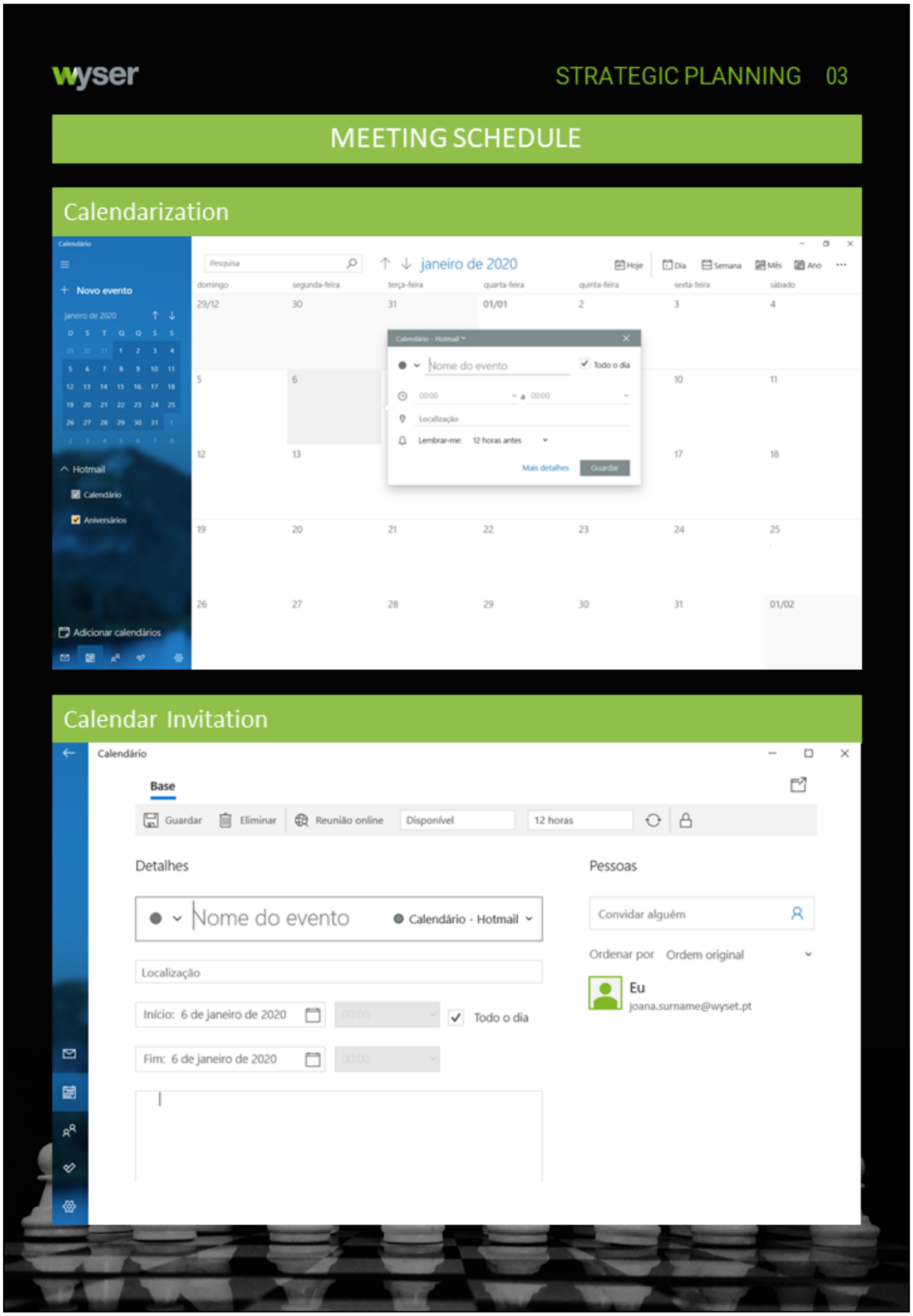
Your Search, Our Work.
www.wyser.pt
Edifício Heron Castilho
Rua Braamcamp, 40, 5º D
1250-050 Lisboa
Telefone: +351 210 000 000
Email: name.name@wyser.pt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STRATEGIC PLANNING 03
MEETING SCHEDULE
Calendarization
Novo evento
janeiro de 2020
Hoje
Dia
Semana
Mês
Ano
Nome do evento
Todo o dia
Localização
Lembrar-me: 12 horas antes
Mais detalhes
Guardar
Hotmail
Calendário
Aniversários
Adicionar calendários
Calendar Invitation
Calendário
Base
Guardar
Eliminar
Reunião online
Disponível
12 horas
Detalhes
Nome do evento
Calendário - Hotmail
Localização
Início: 6 de janeiro de 2020
Todo o dia
Fim: 6 de janeiro de 2020
Pessoas
Convidar alguém
Ordenar por Ordem original
Eu
joana.surname@wyset.pt


PREPARE CHANGE
CHAPTER 02
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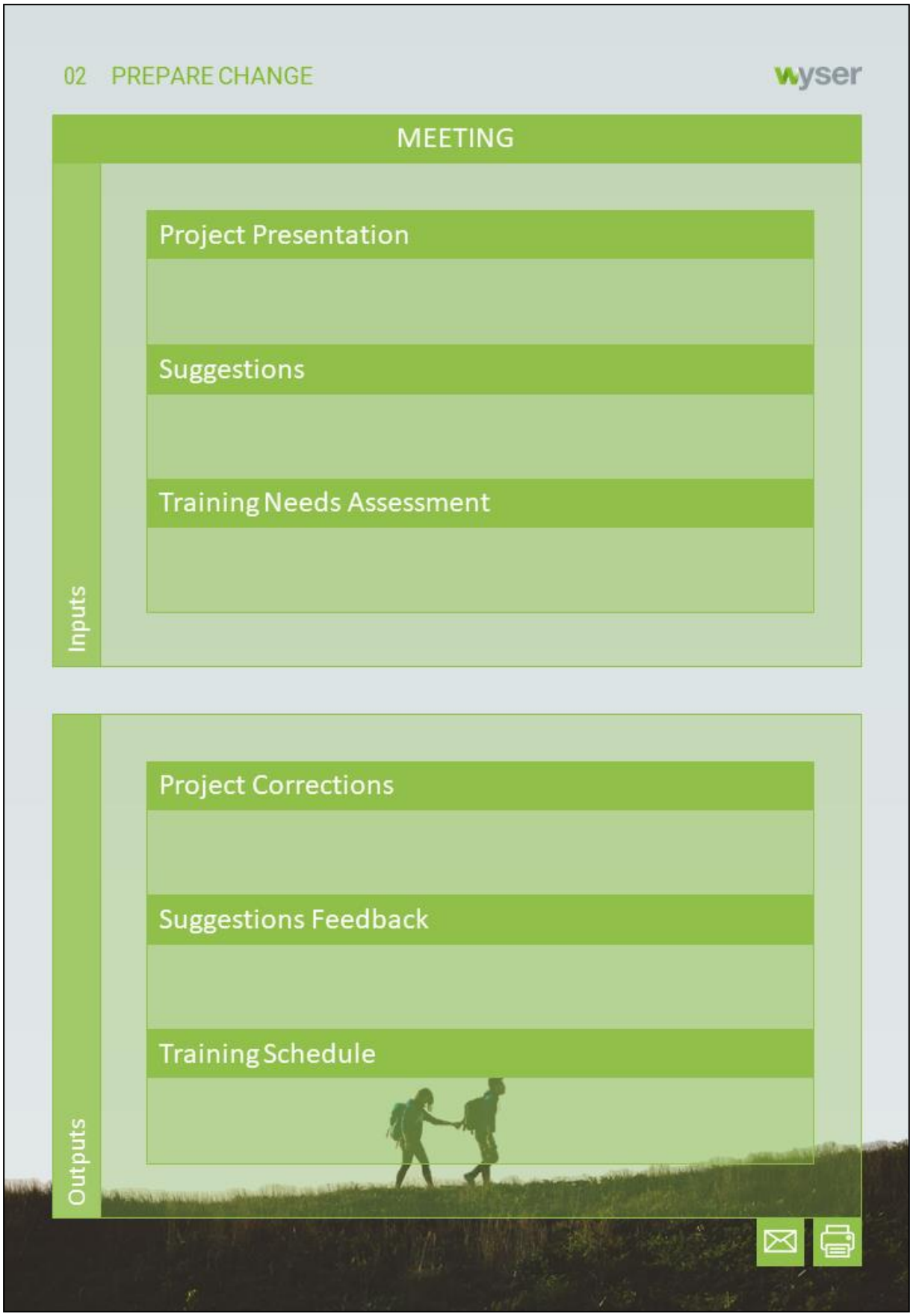
02 PREPARE CHANGE
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MEETING
Inputs
Project Presentation
Suggestions
Training Needs Assessment
Outputs
Project Corrections
Suggestions Feedback
Training Schedule

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PREPARE CHANGE 03

TRAINING SESSION

Theme

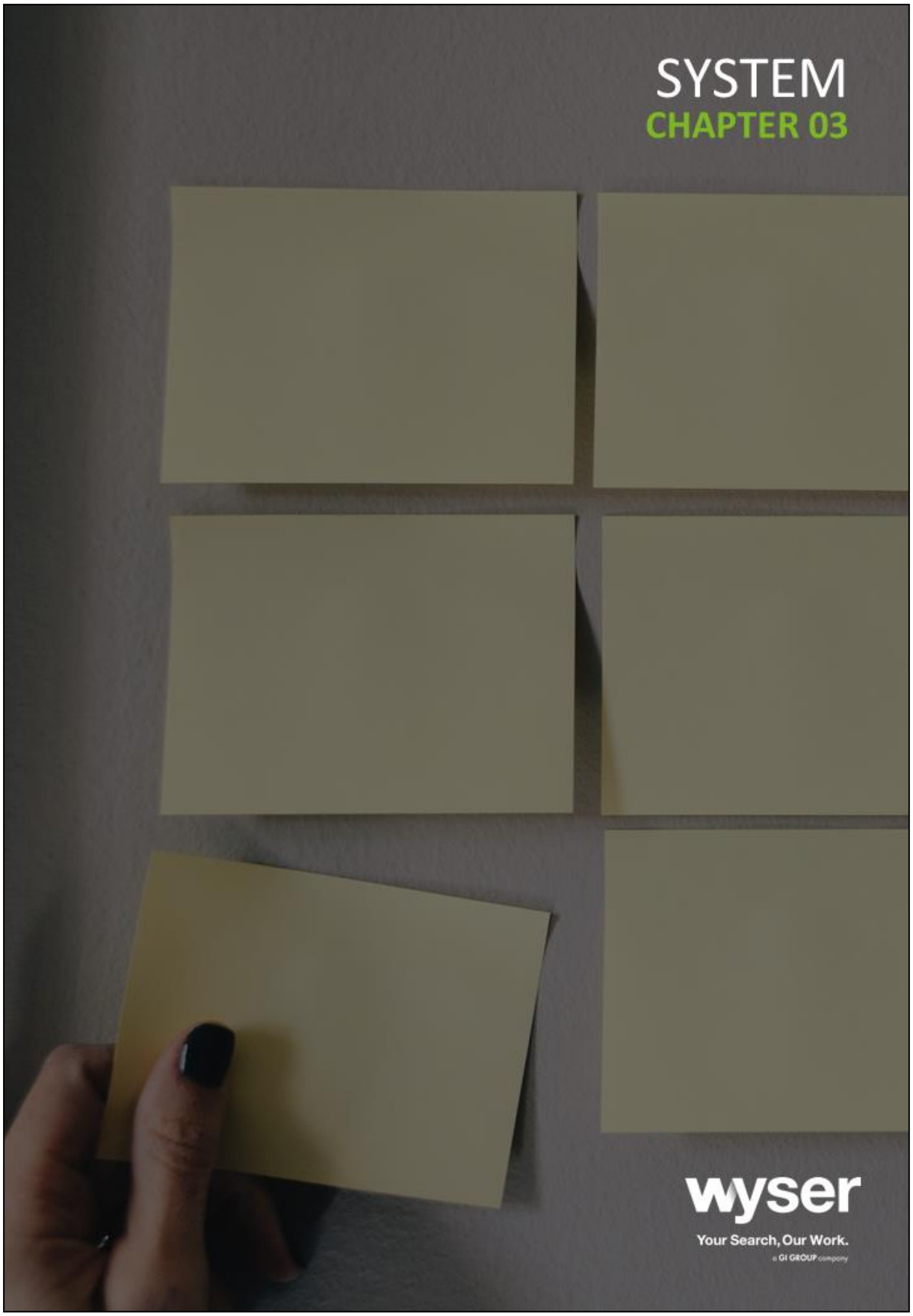
Goals			
#	General	Specific	Programatic Content

Format			
#	Methodology	Technique	Number of Sessions

Calendarization				
#	Trainer	Trainee	Schedule	Duration

Date	Place

Contact


SYSTEM
CHAPTER 03
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02 SYSTEM

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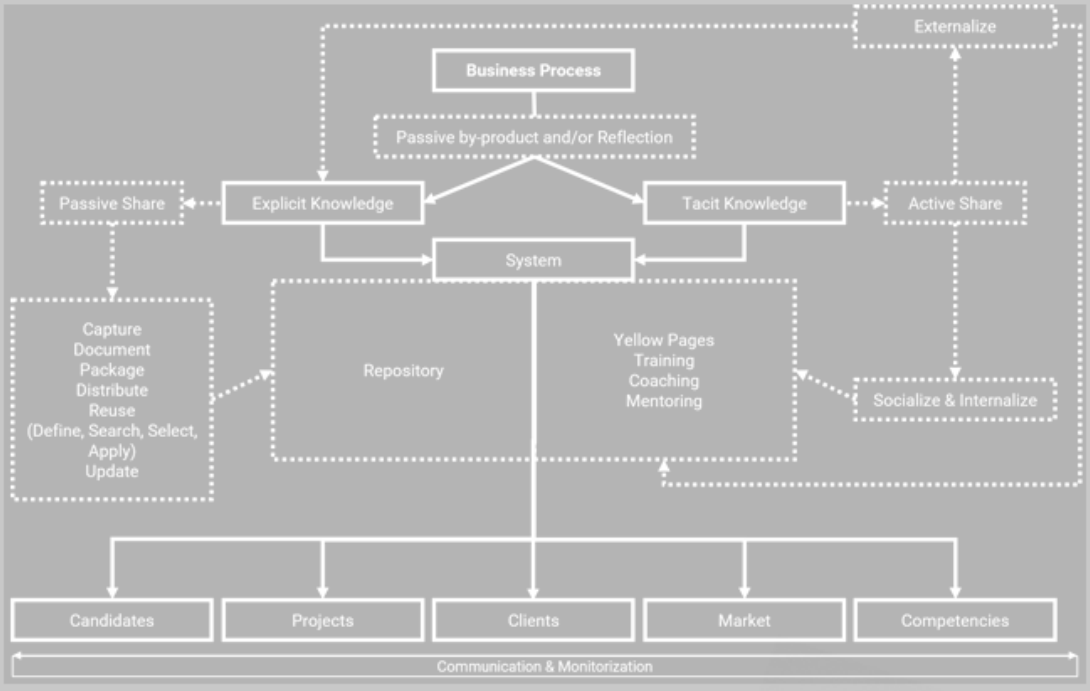
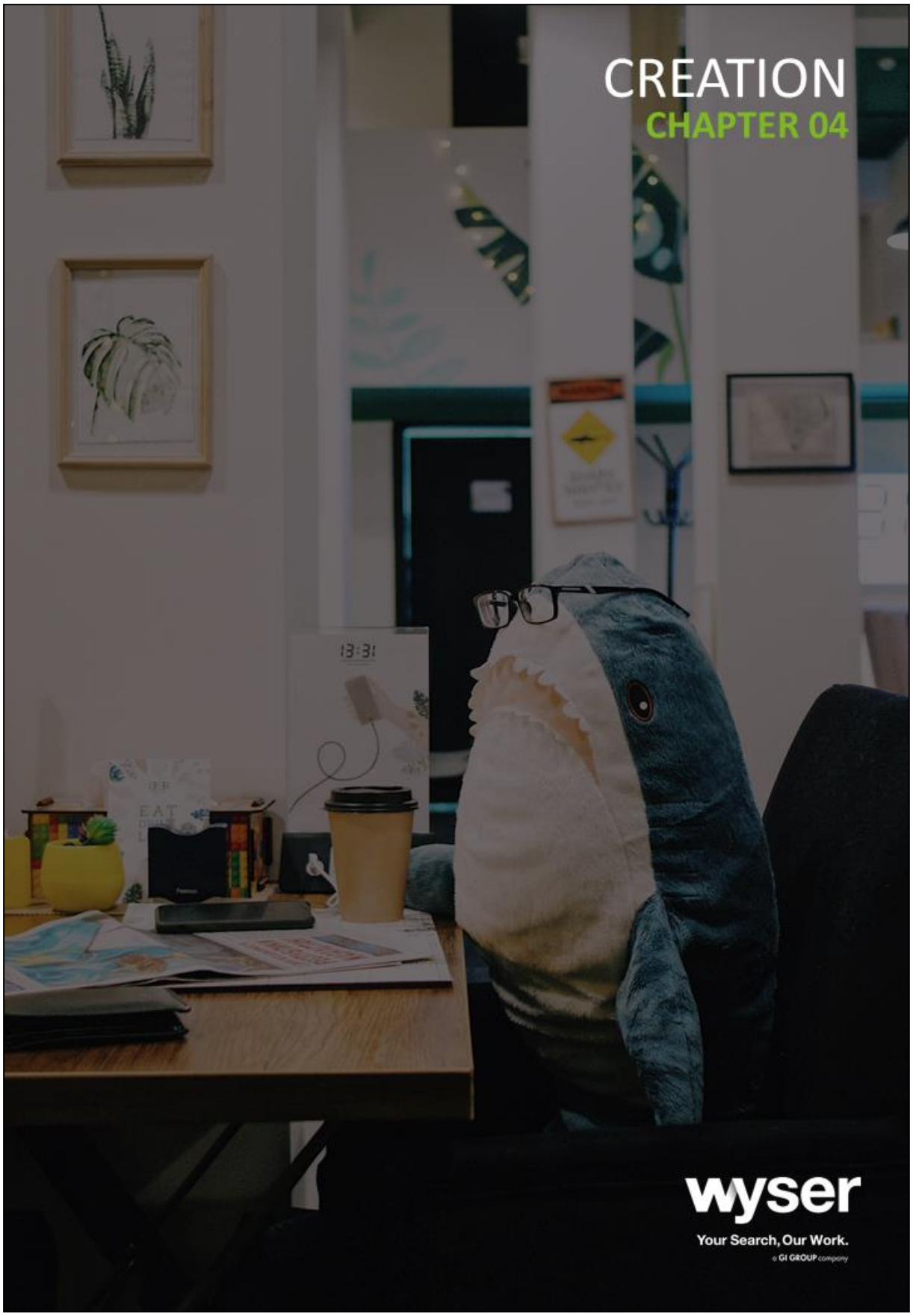
SYSTEM OVERVIEW




CREATION
CHAPTER 04
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02 CREATION

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TRAINING SESSION

Theme

Goals			
#	General	Specific	Programatic Content

Format			
#	Methodology	Technique	Number of Sessions

Calendarization				
#	Trainer	Trainee	Schedule	Duration

Date	Place

Contact

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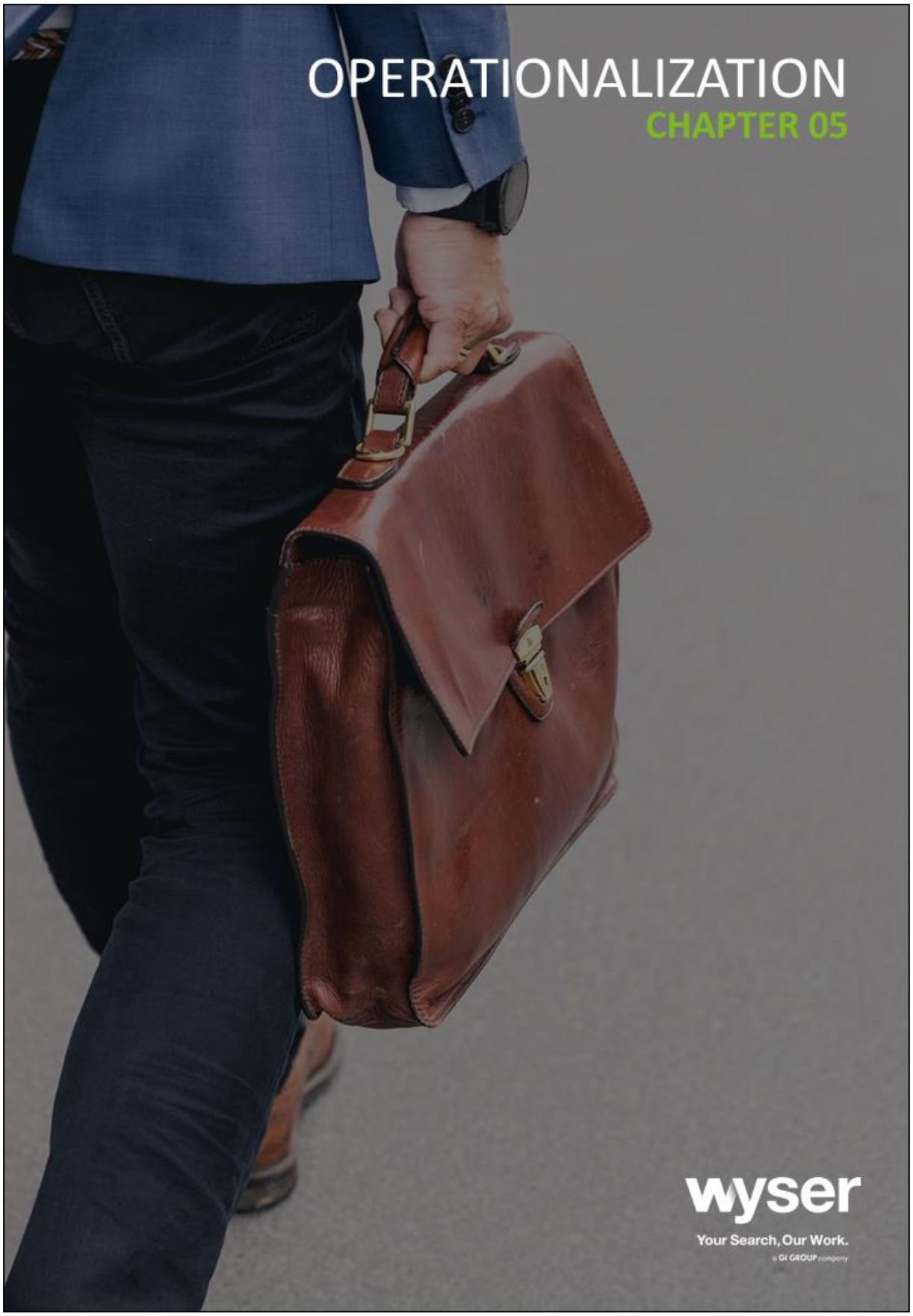
CREATION 03

COMPETENCY MATRIX

Contextual Area

Competency 1		
Evaluation Criteria		
Definition	Indicator	Level

Competency 2		
Evaluation Criteria		
Definition	Indicator	Level


OPERATIONALIZATION
CHAPTER 05
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02 OPERATIONALIZATION

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MENTORING TUTORIALS

How to choose a Mentor

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MENTORING

HOW TO CHOOSE A MENTOR

How to choose a Mentee

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MENTORING

HOW TO CHOOSE A MENTOR


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1 0 1 1 2 0 1
ARTICLES PUBLISHED
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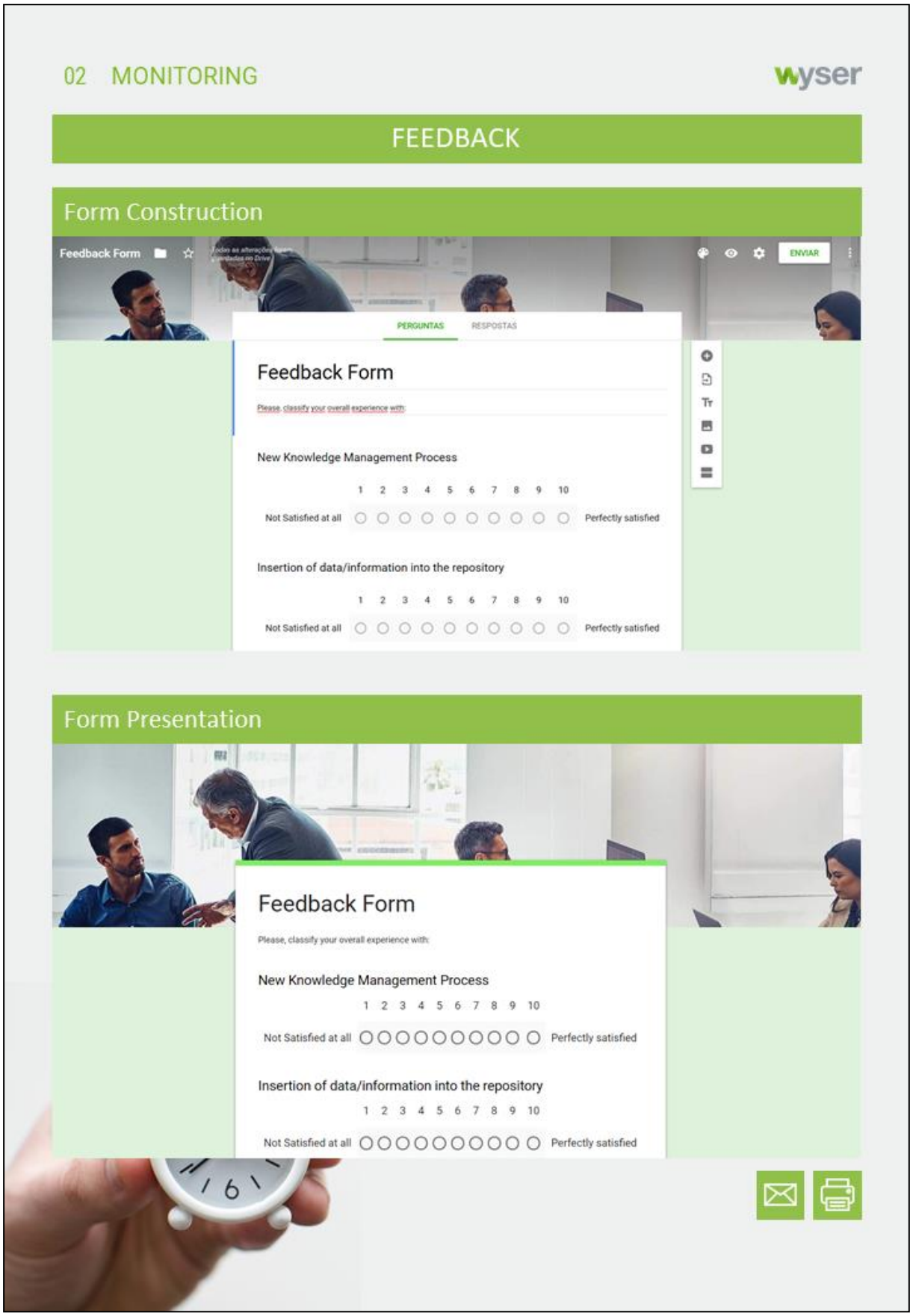
02 MONITORING
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FEEDBACK
Form Construction
Feedback Form
ENVIAR
PERGUNTAS
RESPOSTAS
Feedback Form
Please, classify your overall experience with:
New Knowledge Management Process
1 2 3 4 5 6 7 8 9 10
Not Satisfied at all
Perfectly satisfied
Insertion of data/information into the repository
1 2 3 4 5 6 7 8 9 10
Not Satisfied at all
Perfectly satisfied
Form Presentation
Feedback Form
Please, classify your overall experience with:
New Knowledge Management Process
1 2 3 4 5 6 7 8 9 10
Not Satisfied at all
Perfectly satisfied
Insertion of data/information into the repository
1 2 3 4 5 6 7 8 9 10
Not Satisfied at all
Perfectly satisfied