How real-life leaders affect knowledge retention

- A qualitative study of how leadership affects knowledge loss

Aalborg University

Culture, Communication and Globalization

Organization and Leadership

10’th semester - Thesis

©Anja Allerslev Nørholm Lund (20144874)

Supervisor: John G. McClellan

Number of Characters: 90739 ~ 38 pages

Date for delivery: 2/3/2023 – 12.00

Abstract

Purpose

This paper aims to answer the questions: What are top executives' experiences and approaches to leadership, and how do these statements relate to transformational leadership, communities of practice, and knowledge loss? It is done by investigating how transformational leaders' behavioural traits align with the aforementioned theories and how this combination can prevent knowledge loss. I, therefore, investigate how leaders, through their daily approaches, directly and indirectly, support strategies and platforms that help prevent knowledge loss.

Design and methodological approach

This study is grounded in three theories: one leadership theory and two knowledge management theories. Furthermore, the research is guided by a social constructivist approach combined with interpretivism, providing a humanistic understanding of knowledge as a process happening in social endeavours. Consequently, I am investigating practitioners' experiences and approaches to leadership. The data is interviews or Tedx Talks with eight different CEOs from large America-based enterprises, which are scrutinised by applying a thematic analysis.

Findings

This study has shown that transformational leadership can minimise knowledge loss by creating an organisational culture based on openness and trust. This encourages employees to discuss and debate their knowledge and ideas, thus revealing tacit knowledge that can be transformed into explicit knowledge through repeated interaction. When tacit knowledge becomes explicit it is possible to distribute the knowledge among the employees, making a company less dependent on what knowledge each employee possesses. Furthermore, a leader can migrate knowledge loss by establishing a healthy culture where employees like to be thus decreasing turnover and consequently knowledge loss.

.

Practical implications

The study is helpful for leaders and organisations that wish to understand how their approaches and strategies affect the amount of knowledge they lose when they experience the loss of employees. Furthermore, this awareness can support leaders in implementing strategies that are helpful in preventing knowledge loss. Lastly, it also provides leaders with an understanding of how challenges leaders experience can affect knowledge loss positively and negatively.

Originality and value

The field of knowledge management and leadership is mainly investigated through empirical research. Furthermore, to my knowledge, no studies or a limited amount of studies have instigated transformational leadership in combination with COPs and organisational knowledge creation theory and its relation to knowledge loss. This paper tries to cover that gap and provide new insights in relation to the migration of knowledge loss.

Acknowledgements:

Table of Contents

Indhold

Chapter 1 - Introduction

1.1 Introduction

The world has become more interconnected in many ways. Economic interdependence and international trade are examples of positive interconnectedness. However, these global connections also come at a price. Nations have become increasingly vulnerable to global crises at the international and national levels due to their interconnectedness with foreign countries, for instance, in economical relations. It happens across all cultures and different demographics. The global Covid19 pandemic is the most recent example of a crisis. It hit in 2019, around a decade after the financial crisis. While these two examples are vastly different, they have a least one thing in common. The great economic cost for public and private companies and personal economics. Eurostat reported a 7.2 % unemployment rate in July 2020 compared to 6.6% in December 2019 (Eurostat, 2020). But losing employees is not only a consequence of a global crisis; organisations, institutions and companies from every part of the world experience losing employees at some point in their lifespan.

Several studies have concluded that losing an employee is not just losing an asset but also direct knowledge loss. This thesis will build on the foundation of Kenneth Mcneil and James D. Thomsons' research article "The Regeneration of Social Organizations" and Irvin Bishop; How to stop knowledge from walking out the door (McNeil & Thompson, 1971; Bishop, 2022). These articles describe and analyse knowledge loss caused by high employee turnover. A central theoretical thought in their paper explains that there is per se no 1:1 relation between the loss of an employee and the hire of a new one. In other words, when an employee leaves an organisation or workplace, a new employee can not replace the old one entirely in terms of experience and knowledge. Furthermore, Bishop describes that a leader can migrate knowledge loss by retaining employees and categorising knowledge.

Nonetheless, this particular issue has not received much attention even though the field of knowledge management has been studied from different perspectives, albeit primarily through empirical studies or focusing on how it is possible to store knowledge through technological solutions. Still, the studies of the technological solution has been ineffective in converting tacit knowledge to explicit. Furthermore, existing studies mainly focus on how to make employees stay, thus preventing high employee turnover. But to my knowledge, there are no existing studies, or in best cases, a limited amount of studies investigating how knowledge loss can be prevented through a combination of knowledge management theories and transformational leadership. Nonetheless, studies have established a connection between leadership, workplace culture, and work routines. These include employee satisfaction, stress levels, motivation, day-to-day management of the structure and so on, the factors that influence knowledge retention in a company. Thus leaders can influence and prevent knowledge loss through leadership strategies. Therefore, the lack of attention to the subject is puzzling. Thus I intend to examine how transformational leaders can avert knowledge loss by utilising knowledge management strategies

Therefore my problem formulation sounds:

> ***What are top executives' experiences and approaches to leadership and how do these statements relate to transformational leadership, communities of practice, and knowledge loss?***

It is beneficial to investigate this because it enables leaders to achieve a better understanding of how they influence knowledge loss. There might be strategies, which leaders can implement to minimise knowledge loss when their company loses employees.

To gain a better understanding of knowledge management theories' connection to leadership I have done a review of existing literature on the subject, which is explained and described in the next section. This section also provides a definition and theoretical understanding of knowledge and knowledge management.

1.2 Existing research on knowledge management

As mentioned, this section aims to clarify how knowledge management is defined and understood in this thesis. Furthermore, this section presents existing literature on knowledge management and its connection to leadership.

The definition of knowledge is broadly divided into two schools: Knowledge as a process and knowledge as a thing. This thesis defines knowledge as a process based on Nonokas's (1994) revised organisational knowledge creation theory. Briefly, it can be described as a humanistic process where tacit and explicit knowledge exists along a continuum. This definition will be described in detail in section 2.1. The definition of knowledge management as a process has led to the following creation; "the concept of the KM cycle, which is a continuous process of identifying, obtaining, refining, sharing, using, storing, and disseminating information" (Adesina & Ocholla, 2019, p.2).

This definition merges my approach to knowledge management and knowledge as a process that includes the perspective of tacit and explicit knowledge.

Nevertheless, the definitions of knowledge management are widely discussed. In a study, Dalkir (2005) concluded that there are over 100 published different definitions of knowledge management. Since the development of the concept in the early 1990s, there has been much discussion about how knowledge can be managed and what should be considered knowledge. The concept of knowledge management has been and continues to be used across various disciplines, both independently and in conjunction with each other. I will mention some examples later in this section. Knowledge management researchers often distinguish between knowledge and information. There is a saying that Albert Einstein once stated: "Information is not knowledge. Knowledge is experience. Everything else is information (Tzortzaki & Mihiotis, 2014, p.3)". Whether Einstein actually said that is unknown. Nonetheless, the statement captures the essence of modern times' view on knowledge versus information. Information is widely perceived as raw data, figures and fact that is structured and organised and easily processed. Furthermore, information is always presented in a context (ibid.).

Nonaka, (1994), Crossan et al., (1999), Adesina & Ocholla, (2019) are a few examples of scholars that perceive knowledge as a process where knowledge is continuously creating more knowledge by sharing and researching for more. The view of knowledge as a process is also a foundation in the Organisation knowledge creation theory and will therefore be described in detail in the following chapter.

Baines (1997) is one of the scholars who viewed knowledge as a process. He studied leaders' role in learning at organisational and personal levels. He concluded that leaders should take the first stance, thus arguing that leaders highly affect knowledge management in an organisation.

Pemberton & Stonehouse (1999) researched leaders' values and personality attributes that affect trust and possibilities for uncovering tacit knowledge this was accomplished by comparing the cultures, structures, and infrastructure of a variety of companies with already existing literature.

Bollinger & Smith (2001) did a similar study and reached the same conclusion from a study where they combined resource-based view theory (RBV) together with the characteristics of knowledge that led to leaders' need to be empowered to establish a culture of learning within a company.

Bryant (2003) took another approach and quantitatively studied leaders' influence on employees' ability to generate and develop knowledge. It was conducted as a survey where employees from 80 projects in a U.S. company rated the project management from the beginning of the project period to the end. His study revealed how well the project leaders had a strong impact on the knowledge processes.

Other studies focus on how leaders affect knowledge management practices. Singh (2008), did a quantitative study with a survey on how leadership influenced knowledge management practices in a software firm in India and found that leadership both directly and indirectly had a significant negative impact on knowledge management practices. Crawford (2005) found out in his study that there is a negative relation between laissez-faire leadership and knowledge management.

Donate & Sánchez de Pablo (2015) also studied knowledge management practices but focused on the relationship between organisational leadership and innovation and knowledge management. They used a statistical method using samples from a Spanish technology firm. Their findings suggested that organisational leadership combined with knowledge management practices encouraged innovation at a personal level.

This review indicates that various studies have investigated the relation between leadership and knowledge management. However, there are also some qualitative studies on the relation between leadership and knowledge management, quantitative studies predominate. In spite of the use of different perspectives and approaches, there need to be more studies focusing on how leaders affect knowledge loss and qualitative studies on the entire field. Another important note is that mixed results show positive and negative relations between leadership and knowledge management practices. Reviewing the existing literature has made it clear to me that there is a great need for more qualitative studies investigating the relation between leadership and knowledge management, focusing on knowledge loss and the prevention thereof.

Chapter 2

2.1 Theoretical Framework

This study is grounded in several different theories: one leadership theory and two theories concerning knowledge generation.

The purpose of this section is to present and describe the theories of this thesis. This study has its foundation in three theories; Organisational knowledge creation theory, Communities of practice (hereafter mentioned as COP), transformational leadership.

The organisational knowledge creation theory is a model which conceptualises knowledge as a process where tacit knowledge converts to explicit knowledge in a continuum.
The COPs are built on the idea that knowledge is generated, evolved and shared by repeated interaction in networks.
Transformational leadership is based on the concept that a leader acts as a role model and, through motivation, transforms his followers into leaders themselves.
Furthermore, I also give examples of practical applications for each theory. Finally, this section concludes with a summary

2.2 Organisational knowledge creation theory

Organsational knowledge creationed theory, also referred to as SECI-model is a theory understanding knowledge generation and development. SECI is abbreviation for socialisation, externalisation, collaboration and externalisation.

The theory has a three-part understanding of knowledge. The first part is that *knowledge is justified true belief (org, p. 2), the second part is that knowledge is an actuality of skillful action. The third part of the understanding knowledge is that it is tacit and explicit along a continuum.* Continuum is in this context understood as; "continuum" refers to knowledge ranging from tacit to explicit and vice versa." This means that knowledge can not only convert from tacit to explicit, but also from explicit to tacit.

Underneath I will describe each part of the knowledge understanding in detail. As the understanding of tacit and explicit knowledge gives foundation for part one and two, I will first describe part 3.

As stated above knowledge is understood as a continuum with tacit and expliciit knowledge.

Nonako defines tacit knowledge as "Knowledge tied to the senses, tactile experiences, movement skills, intuition, unarticulated mental models, or implicit rules of thumb is "tacit." Tacit knowledge is rooted in action, procedures, routines, commitment, ideals, values, and emotions (Nonaka et al. 1996, 2000a, b).

Thus tacit knowledge can be understood as something that lies autonomously within us, as for example hobbies we like to do how to breathe, bicycle, or for some play the piano. Furthermore tacit knowledge is something that is hard to define or write down.

Explicit knowledge is however easy expressed in sentences or drawing, making it easily transferable to for example manual or guidelines. Nonaka defines explicit knowledge as something that has a universal character, supporting the capacity to act across contexts. Explicit knowledge is accessible through consciousness. (orsc p. 2). Furthermore, Nonako states in the article that tacit knowledge

becomes increasingly more explicit along the continuum and creates a basis for justyingfying an individual's “beliefs based on their observation of objects, events, and relationships” “In other words, beliefs are true to the extent that they can be justified by the individual organizational member at certain moments and using various mental models.” (p. 639)
Moreover he argues that certain beliefs might challenge an individuals ability to act or participate in a group that “coordinat(es) individual action”. For example certain beliefs or values might hinder an individuals in participating in certain COP’s, ultimately disrupting a process of knowledge generation or sharing.

Nonetheless, as a individual knowledge moves along the continuum and becomes more explicit the individual may be capable of justifying if their beliefs based on observations of objects, events, and relationships (Nonaka et al. 1996), and ultimately, it may be possible for these beliefs to become true if they can be justified and are helpful to the individual and/or their group. But not all individuals might be able to justify their belief as an established truth, hence, not all knowledge will appear as justified true belief.
The process of justifying believes is made possible by human creativity that allows knowledge to momentarily take differents form

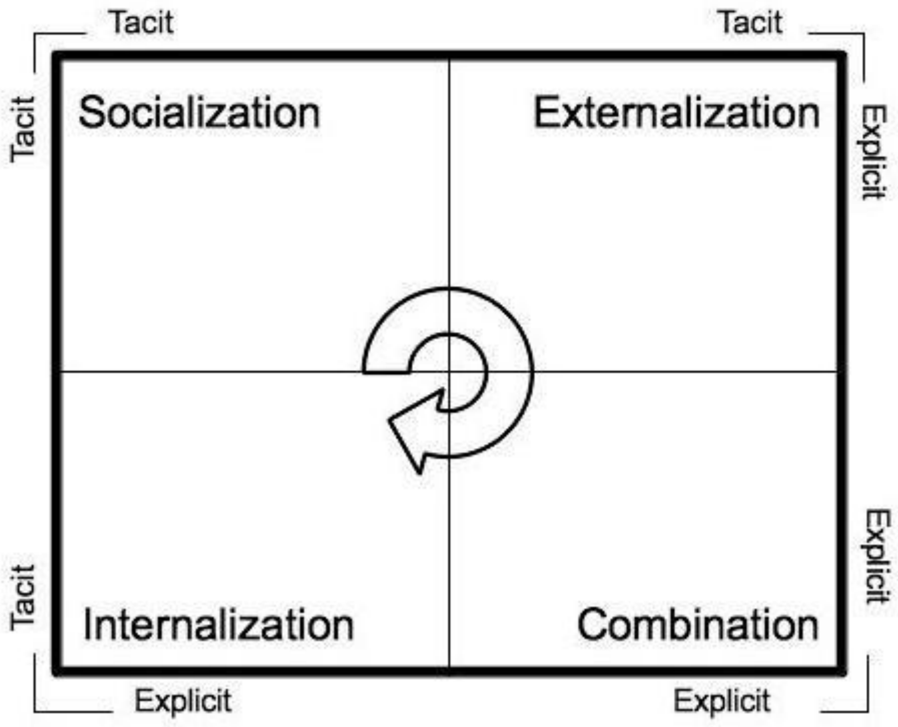
Nonoka statess. Human creativity enables these changing forms to interact effectively, to discover 'truth', to justify observations, to define problems and to solve them.” This process happens when tacit and explicit knowledge interacts along
the continuum. The process entails knowledge transformation, that allows (Nonaka 2009): “personal subjective knowledge…”to be “.. socially justified and merged with other’s knowledge so that knowledge keeps expanding.

Nonoka and Konno captured the continuum and the transformation of knowledge in the SECI-model. Consequently the SECI model is buílt on the assumptions that knowledge is a process, as described in the section “knowledge management”, and that it is possible to externalise tacit knowledge making

it explicit. Thus the aim of the SECI model is to propose and clarify the process of transitioning tacit knowledge into explicit knowledge. Furthermore, the model is building knowledge as a process.
In an attempt to clarify the process of knowledge creation, but it also includes knowledge converting, or transfer, tacit knowledge into explicit knowledge. A fundamental concept in the SECI model is the distinction between tacit and explicit knowledge. Nonaka (1994) argues that *"…are tacit knowledge are not independent of each other, but complementary." (haregarrd p.??).* However, Haregaard, among other scholars argues that even though knowledge is complementary and specific certain knowledge or action requires tacit knowledge. For example, a stewardess can read and learn about take-off procedures, but it is challenging to learn to be smiling and give a hearty service. He also states that tacit knowledge can make the difference *between* being good at something and being a master. He argues that you can only learn a certain amount from explicit knowledge. To truly master a skill, you need to have tacit knowledge. However, due to its subconscious nature, tacit knowledge is difficult to communicate. But for a workplace to fully utilise the knowledge embedded in its employees, tacit knowledge needs to be converted into explicit knowledge.

Nonaka and Konno (1998) proposed a model (SECI) for creating knowledge, but it also includes knowledge converting, or transfer, tacit knowledge into explicit knowledge.

The model is built on four modes. Each pillar is a mode in the transfer process. (SECI name). They are *socialization, externalization, combination, and internalization.* Each of them is distinct from the other, but the transfer process is looped between the modes in a circular continuum, like a spiral, as illustrated in the figure below:



The mode of *socialisation* covers a process where tacit knowledge is converted into new tacit knowledge through interaction with shared experiences. These interactions are ongoing and happen on a daily basis in formal as well as informal settings on a cultural and social level. This process is more likely to happen through mentoring than reading books or manuals.

The next mode is *externalisation*. This step in the process converts tacit knowledge into explicit by articulating it and thereafter written down. For instance, a set of rules or organisational goals. Thus the knowledge becomes transparent and easily accessible to the people that need it. Therefore the knowledge made explicit in this mode becomes a foundation for new knowledge.

In the *combination* mode, explicit knowledge is organised and systematised. The knowledge occurring here can both be from internal sources at an organisation or from external sources. After collecting relevant explicit knowledge, it is combined in, for example, manuals or reports and thereafter distributed or circulated to relevant people.

The final mode is *internalisation*. In this step, explicit knowledge is converted into tacit knowledge. It happens when individuals obtain knowledge through manuals and the like. At some point, this knowledge transitions from something which is obtained outside of yourself to something that has become an automated part of your actions. For example, a trainee starts to learn by reading books afterwards, he is trained through supervision in a practical manner and through learning by doing these skills and knowledge gets embedded by him.

Once through the modes in the SECI model, the knowledge continues in a new spiral. The tacit knowledge will create a new set of basis knowledge. Therefore the SECI model is also viewed as an attempt to model knowledge generation processes, as the modes in the model are part of a continuum through which knowledge goes through.

The SECI model is therefore useful for this study, as it provides a frame for understanding how the continuum with tacit and explicit knowledge manifests itself, and how the knowledge of this process can be utilised in combination with transformational leadership and COPs to convert tacit knowledge to explicit knowledge thus distributing knowledge between employees and making a company less vulnerable to knowledge loss if an employee leaves the company.

Zwilling & Natek (2016) did a study utilising the SECI model to develop knowledge management concepts that can be combined with information technology and thereby create a knowledge management system that can support the implementation of knowledge management strategies in modern organisations.

2.3 Communities of practice

The aim of this section is to give the reader an understanding of Communities of Practice. Communities of Practice, abbreviated as COP, is a concept of learning and knowledge generation. The basic thoughts are that people learn better through repeated interaction. (Wenger, 2011). In this work, Wenger's revised version of COP from (2011) will be the starting point for the perception and application of COP.

Wenger defines COPs as communities of practice that are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly. Thus the main thought is that people expand their knowledge and skills by repeatedly having meetings with others who share a common interest.

.

Wenger (2011) states that even though the concept of community of practice (COP) is old, it has been revised and developed in recent years and has been used across various disciplines of study, which has affected the development of the theory. Bolisani & Scarso (2014) argues that because of the lack of a clear definition of COP, there has been used several different varieties of the concept which has resulted in a distortion of the original concept. Thus Wenger (2011) tried to redeem ground and published a revised edition of the COP concept.

To fully understand what COP is, you need to understand what it is not. COP is not any community like your neighbourhood in most cases. However, your sports club is. Wenger (2011) defines COP as "Communities of Practice are groups of people who share a
concern or a passion for something they do and learn how to do it better as they interact regularly."

Thus a COP involves people who are gathered for the sake of learning. It does not matter if you share the same religion, ethnicity etc.

It is important to note that the learning process does not always happen consciously. This is important because if a leader is aware of COPs happen subconsciously he has a chance to reveal it and actively support the COP, and convert tacit knowledge to explicit, consequently making it easier to storage thus lessen knowledge loss.

It does not have to be a workgroup who are having meetings or sessions regularly where the aim is to learn from each other. It can also be a group of workers (for example, teachers or nurses) meeting over lunch where they discuss and share experiences or advice about how to handle a particular situation in the classroom or with a patient. They might not be aware that they obtain a significant amount of knowledge through these informal settings. COPs exist everywhere in society, but being conscious about them enables us to gain a better understanding of our world. Wenger (2011) states:

> In particular, it allows us to see past more obvious formal structures such as organizations, classrooms, or nations, and perceive the structures defined by engagement in practice and the informal learning that comes with it. (p. 3)

In parallel to this, COP might not be called communities of practice. Other words that are used for it could be workgroups, networks etc. As such, a COP disposition can vary. Some might be formal, with boundaries that are clearly lined. Others can be informal, like a book club or almost invisible, like the situation with nurses during lunch. Moreover, a person is likely to be in several COPS of different figurations (informal, formal) whereof we might only be conscious of some. Furthermore, we might be core members of some, for instance, a group of students working on a project, and in other COPs, a person might be more peripheral.

Through a lifecycle, humans are included in several different COPs because humans learn as long as they live. The amount of time used in each COP varies, as well as the length of time. Explained in another way, some COPs might last years, others months, and the amount of time used in the COP domain differs as well. However, as Wenger (2011) states, the learning process takes time, so even though there might not be a theoretical minimum of how long a COP should last, it can be assumed that a short-lived COP will not yield as much learning as a long-living COP.

Wenger (2011) has defined three vital characteristics of COP. They are as follows: The domain, the community and the practice.

The domain is where the community is specified by a shared interest or passion. Thus to be a part of the domain, you have to share interests and competencies, which makes the member committed. Their shared interest and competencies are also what differentiate them from people who are not a part of the domain. However, as mentioned before, a person might not always be conscious about which community he is included in. Another essential thing to mention is that the subject the people in the domain are trying to develop their expertise in might not be recognised as such outside the domain. In other words, expertise within the COP might not be seen as expertise outside the COP.

The community is where the people in the domain build relations where they can learn from each other. Furthermore, *"*In pursuing their interest in their domain, members engage in joint activities and discussions, help each other, and share information (Wenger, p. 2, 2011)"

The above statement indicates a central theme of learning and interacting in COP. Wenger further specifies that for a community to be classified as a community of practice, people must interact and learn together. Thus a COP is not merely a group of people with the same interest who are gathered. For example, a *group of workers* striving towards achieving the same goal but does not interact and learn from each other cannot be classified as a COP. However, if the group of workers is a *workgroup* that, on a regular (not necessarily daily) basis, interacts and learns from each other, they can be classified as a community of practice.

The practice is where other vital criteria for a community of practice are that the group of people within the domain are *practitioners.* Wenger (2011, p.2) explains about members of a COP; *"They develop a shared repertoire of resources: experiences, stories, tools, ways of addressing recurring problems - in short, a shared practice",* and underpins the essential roles that interacting, and learning has for a COP.

These three criteria create a COP. They are linked and intertwined, affecting each other. They are also the core of COP, as the basic assumption for COP is that by interacting and learning from each other, members in a community gain experience and increased knowledge within the field of interest in the COP domain. It is also by pursuing and developing these criteria a person, for instance, a leader, can cultivate COPs.

Wenger mentions several different benefits of using COP. For instance practitioners can use COPs as a platform for cultivating knowledge sharing, development and generation among employees at a company. Furthermore, Wenger mentions that by utilizing COPS practitioners emphasise the employees self-management and responsibility in revealing what knowledge they need or lack. Moreover practitioners can use COPs as a focused effort to address tacit and explicit knowledge

To summarize COP is a concept which can be used as knowledge management tool, it is allows the leader to establish systemised groups which are focused on expanding and sharing knowledge of a specific subject. Hence the leader can implement a strategic focus on problem solving in a company. For instance, if a department of a company lacks efficient solutions for a process that is time heavy, the leader can establish a COP with focus on sharing their expertise and knowledge within this area, allowing to develop knowledge and new ideas. Furthermore, by sharing knowledge between employees a company will be less reliant on a particular employe. Said in another way; if an employee does not share her knowledge, for example through COPs, she will take that knowledge with her if she leaves the company. But by sharing knowledge, more employees wil have similar expertise, thus less knowledge will be lost if an employee leaves the company.

In relation to this study it COP is therefore beneficial to use in combination with the SECI model and transformational leadership as it provides a tangible platform for the leader to directly impact knowledge sharing and retention in a company. By combining this with transformational leadership I am enable to investigate how combinintransformational leaderds behavioral attributes contributes to create optimal usefulness of COPs as a platform.

In the following section I will give a description of how COPs can be applied practically in a company.

Practical applications of Communities of practice

In this subsection, I will describe how COP **can be applied practically**. I am using Wenger (2011) for this.

Wenger has identified several places where COP is applied. Nonetheless, due to the relevance of this thesis, it is only the practical application in organisations I will be presenting. In this context, organisations are understood as *organisations and businesses.*

COPs can be cultivated through several different activities. To mention some of them: Problem-solving, requests for information, seeking experience, reusing assets, documentation projects, mapping knowledge and identifying gaps and so forth. It can be argued that there is no limit to the number of activities that can be used. Nonetheless, activities are limited to the restrictions of COP in the sense that the activities have to be of relevance for learning and interacting.

2.4 The SECI-model

In 1978 James MacGregor Burns published a book where he outlined two new leadership "orientations"; transformational and transactional leadership styles. Whilst James Downton in 1973 had referred to the concept of transformational leadership in a publication. Burns underpinned the distinction, and his work became significant in the field for years afterwards.

Initially, transformational leadership concentrated on optimising organisational performance for competitive advantages (Bass,1999; Burns, 2004; Politis,2001). Nonetheless, in 1995 psychologist Bernard Bass developed the concepts further and infused a different perspective. The new approach had more focus on optimising the individual's performance, thus fulfilling high-order needs. However, despite the focus shifts, the overall goal of transformational leadership was still optimised performance. Burns (2004) states:

> defining each of them as higher-order (more encompassing, containing individual constructs) constructs comprised of specific lower-order (more specific or individual level) component constructs. Bass set out to define the component constructs of transactional and transformational leadership while also identifying the behavioral indicators associated with each leadership construct. (p.1560)

The above text indicates that not only did Bass construct a new dimension inspired by Maslows Hierarchy of needs with high-order and low-order elements. Additionally, a leader's behavioural attributes were incorporated into the construct. For example, a transformational leader should seek to fulfil the higher needs of his followers, such as being confident and getting them to feel that they are able to reach their full potential. He further argued that to be successful, a leader has to have certain behavioural characteristics that enable him to be a role model who has the ability to convince his followers to pursue the same goal. In other words, transformational leadership was described as an approach where followers were motivated and uplifted in their work and ultimately felt that they achieved something significant (Bass, 1999; Burns, 2004; Politis, 2001). Those types of leaders should strive towards giving their followers a sense of collectivity through a common goal between employees and altruism. At the same time, they should pursue that an individual fulfils his potential and ultimately transforms into a possible leader. Thus transformational leadership can be characterised as a charismatic leadership style due to the fact that a transformational leader tries to cultivate motivation and engage his followers (his employees). Furthermore, this type of leadership is not restricted to certain organisational levels, such as top or middle management, it is applicable to all levels of management (Bryant, 2003; Crawford, 2005; Pellegrini et al., 2020).

Bass argued that transformational leadership consists of different components. Originally it was 16 components, but the amount has decreased as the concept has been developed and revised. It is important to note that scholars have used different components and amounts in their research. Nonetheless, the four components I will use in this thesis are the most common. The components are *idealised influence, inspirational stimulation, intellectual stimulation,* and *individualised consideration*. (Bass, 1999; Crawfood, 2005). For the purpose of clarity, I will present these separately. Nonetheless, they overlap, and their distinction can be blurry in a practical application.

Idealised influence is based on the argument that if a leader wishes to influence his followers in a specific direction, he has to articulate the premise and act upon it. Thus a transformational leader attempts to gain influence with the followers, which allows the leader to create an environment where the leader and followers strive towards the same goal for their organisation. and affect his followers. Said in another way, a leader's words should be followed by suitable actions. Otherwise, the leader will lose the trust and respect that is a cornerstone of transformational leadership. Bass argues that leaders need to behave in this way in order to gain the trust and respect of his/her followers. Furthermore, he proposes that leaders should strive towards gaining trust and respect through actions and not empty words. These actions typically entail the leader renouncing personal gains and acting as a role model or mentor exhibiting high moral and ethical standards of conduct. (Bass, 1999, Bryant, 2003, Politis, 2001)

Inspirational motivation is about how a transformational leader supports his followers' motivation. This is a cornerstone of transformational leadership because if a leader cannot motivate and convince his followers, he will not succeed in being a transformational leader.

For a leader to successfully engage in transformational leadership, he or she must consistently promote his or her ideas, values and the common goals to which the followers should aspire. To achieve this, a leader must be compelling, enthusiastic and optimistic. Thus a transformational leader also has to be strategic in the sense of being aware of which outcome he wants from each interaction with a follower. Furthermore, it's important to pay attention to the followers' needs to ensure that a follower gets challenged and have a sense of purpose in their work. By utilising his behavioural traits in this way, he will create a work environment that cultivates teamwork engagement. (ibid.)

Intellectual stimulation aims to use the follower's trust constructively. A transformational leader wishes to use the follower's trust to cultivate high creativity and innovation. Therefore, a transformational leader should show engagement and encouragement for new ideas or perspectives. Consequently, it is also of great importance that the leader accepts new suggestions or ideas and practically implements them if they are more effective in reaching the common goals than the old practice. This will make the followers realise the importance of them and their new ideas, which will contribute to enhancing innovation and creativity further. In this regard, it is important the leader does not criticise a follower's mistakes publicly. Moreover, any criticism should be constructive and the focus should not be on blaming, but rather on what the problem is and how to address it in a solving manner. (ibid.)

Individual consideration creates the framework for achieving the aforementioned collective mindset, a sense of trust and purpose and a high level of creativity and innovation. It is an important but also tricky discipline. Individualised consideration entails that a transformational leader should strive towards knowing his/her followers at a deeper level so the leader's behaviour towards and assignments for them can be adapted accordingly to their talents and knowledge. Furthermore, a transformational leader should strive to be a role model and a mentor for his followers. Leaders must also allow followers to make decisions, support them in implementing those decisions, and reward the followers for creativity and innovation. These actions contribute to enhancing the follower's motivation and engagement further, thus creating a foundation for an optimised and harmonious workplace. (ibid)

This leadership theory is beneficial in examining how leadership affects soft values in an organisation, e.g. employee motivation, trust, satisfaction, etc. For example, Han, H., Rehmat, M., Butt, T.H. et al. conducted a quantitative study to investigate how transformational leadership affects not only employees' effectiveness but also their mental health in terms of stress and burnout. application. (Khan et al., 2020)

Thus transformational leadership is beneficial for this study as it helps to understand how leadership behavior indirectly and directly can affect knowledge loss by having a positive or negative effect on the employees motivation, in this case, to share knowledge or to stay at a company.

Each of the above-mentioned theories is related to knowledge management in different ways which I hereafter will describe:

The SECI model is useful for this study, as it provides a frame for understanding how the continuum with tacit and explicit knowledge manifests itself, and how knowledge can be transformed from tacit to explicit thus making it possible to utilize and distribute between employees and making a company less vulnerable to knowledge loss if an employee leaves the company.

In relation to this study, COP is beneficial to use as it provides a tangible platform that a leader implements in order to strategically and directly impact knowledge sharing and retention in a company. By combining this with transformational leadership I am enable to investigate how combine in transformational leaders behavioural attributes contributes to creating optimal usefulness of COPs as a platform.

Transformational leadership is beneficial for this study as it helps to understand how leadership behavior indirectly and directly can affect knowledge loss, not only by affecting the organisational culture but also by affecting the implementation of knowledge management strategies that have an effect on retaining knowledge.

By cross-referencing transformational with knowledge management, I can identify different leadership strategies that can support knowledge management and retention of knowledge in a practical manner. Eg. A fundamental concept of transformational leadership is to

inspire followers to become leaders through interaction and mentoring. In parallel to knowledge management and the SECI model, interactions generate knowledge, while COPs can be seen as a unit of knowledge. If these elements are combined with leadership strategies (for instance, mentoring), it should create optimal conditions for retaining and transferring knowledge. Overall each of these theories can affect the maintenance of knowledge by promoting or hindering social interactions that support the conversion of tacit to explicit and the following distribution among employees, decreasing the reliance on individuals knowledge, and consequently decreasing knowledge loss when losing employees.

Chapter 3 - Methodology

3.1 Methodology

My research subject can be enlightened and approached from various perspectives and methods. In this thesis, I focus on leadership in terms of transformational and transactional leadership styles and community of practices through a lens of knowledge management and social constructivism. Thus the different elements in this thesis are leadership, knowledge management, communities of practice and social constructivism.

The impact of leadership strategies on retaining knowledge is enlightened through a lens of knowledge management. This entails utilising the SECI model to understand how latent knowledge can be revealed and stored. Furthermore, the concept of Community of practices is applied to understand how this specific concept can be used to retain knowledge within an organisation. Lastly, different leadership styles are utilised to understand which practices are fruitful for knowledge management regarding retaining knowledge.

3.2 Choice of theories

The purpose of this section is to explain my chosen theory and how it is relevant to the chosen materials for analysis. First, the concept of knowledge management will be described to create a fundament for understanding the relevance of transformational and transactional leadership to knowledge management. Hereafter the concept of COP is related to the aforementioned leadership styles and related to knowledge management as a strategy that provides a bridge between leadership and the retainment of knowledge.

3.2.1. Knowledge management

Knowledge management combined with social constructivism creates the fundament for this thesis. Knowledge management contributes by offering a framework for knowledge retention when an organisation loses valuable employees. Knowledge employees. Knowledge management is a vast field with many different perspectives. Nonetheless, the point of departure in this thesis is that knowledge is a process, not a thing. To obtain knowledge, one must interact with others. This interaction reveals tacit knowledge and processes it into potent knowledge. To enlighten this process, I apply the SECI model.

SECI is an acronym for Socialisation, Externalisation, combined and Internalised. The SECI model conceptualises knowledge as a continuum in a process that constantly creates new knowledge. Therefore, the application of the SECI model helps to identify the conditions under which knowledge can be generated, processed from tacit to explicit, and thus turned into something that can be managed and preserved and handed over to a new inexperienced employee, minimising the loss of valuable know-how.

3.2.3. Community of practice

The basic concept in communities of practice is that it is a unit where people discuss and learn about a given subject on equal terms. Therefore linking COPs with leadership styles and knowledge management creates a fundament for investigating how leadership practices combined with the SECI model can foster and cultivate knowledge retention and passing. Furthermore, combining the thought of COP with leadership and knowledge management allows me to discover how these elements can be used together in an aimed endeavour of minimising knowledge loss.

3.2.4 Ontology

Methodology section – explain your ontology and epistemological assumptions that lead to a qualitative, interpretive, analysis of texts… as your method for understanding knowledge management in organizations.

My approach to analysing and investigating the above is based on social constructivism.

The fundamental assumption in socialconstrutivism is that the world is socially constructed through interactions. Knowledge only developes through social negotiation and interaction with external stimuli. Thus the development of knowledge should be investigated in a social context. In relation to this thesis, I must therefore study the context of social interactions to understand the development and retention of knowledge. With this standpoint become ineffective in transferring and processing knowledge. Therefore a leader must use an organisation's human assets to minimise knowledge loss successfully.

3.2.5 Epistemology

The epistemological approach in this thesis is interpretivism. This means that I cannot be fully objective. Furthermore, to understand an individuals perception of the reality fully I have to investigate and interpret their expression of ideas and opinions. In order to understand this I need to study the ideas and perceptions of the people who are involved in them.

3.3 Choice of data

This thesis scrutinises qualitative data through a primary lens of knowledge management combined with COP and leadership styles. I am utilising qualitative data in parallel with leadership theories to obtain knowledge about how transformational and transactional leadership is applied practically. Thus the qualitative data is about how practitioners lead in real life, and not on a theoretical level.

As a interpretivistic social constructivist I need to requires me to study and interpret, individuals perceptions of the reality, in the context of interaction, to understand the mechanisms of reality

I am using 6 texts as data for the analysis. They are the following

The texts are all selected on the background of some criterias I have made. The criterias is the following; how did I select them → relevans to leadership and knowledge management

1. *The text has to be practitioner-oriented;* statements in the text have to be people who practice leadership and knowledge management. It can not be experts or scholars without practical experience. Furthermore, the practical experience has to be somewhat recent, no more than five years old. The reason for this is the practical development of the field. Leadership and knowledge in business life are rapidly developing, and since the corona pandemic, new adaptions have emerged. As knowledge management is in rapid development as well as leadership, a lot of things can change in 5 or 10 years.

2. *The texts have to be theory relevant;* Only texts with relevance for the theories have been selected.

3. I have chosen to only use written materials thus leaving out videos or audio, like podcast. However, if a video is accompanied with text or vice versa the material can be used, but with solely focus on the written material. It has to be written materials and not audio or video. This is because I am interested in investigating the practitioners visions and perceptions of leadership.

4. Furthermore, the language of the text has to be english or a version translated into english to prevent distortion in the text as a result of bad translation (as for example by using Google Translate).

5. The text is all concentrated about each of the leaders ideas and perception of what makes a great leader and, or how they have experienced this. Hence the texts are all based on real-life experiences and stories.

Based on the specified criteria I created the following search words for the data search. Each text has to fulfil the requirements but does not have to match all search words.
Search words; top executives, CEO, insights, story, transformational leader(ship), transactional leader(ship), knowledge management, communities of practice (or the abbreviation COP), knowledge sharing, storage of knowledge.

I have searched on google with these search words and several texts emerged. In order to prevent scholarly articles I have chosen not to do a search on Google Scholar.

I have sorted out the search results by looking at each text for clarity of language and text, thereby making sure that each text is understandable.

On the background of the search, I have ended up with 29 written pages divided across 6 texts which all represent different CEOs' perspectives on leadership.

The 6 texts, the CEOs and the companies they represent are the following;

1. To Recruit and Retain a Strong Team, Live the Culture YouTalk About; Cheri Barenek, CEO of Clearfield (Beranek, 2022).
2. Can Transparency Transform Leadership? One Entrepreneur Says Yes.; .Michael Brody-Waite, the CEO of the Nashville Entrepreneur Center (Utley, 2018).
3. "I Believe My Role Is To Create Context For People To Do Their Best Work."; Jim Whitehurst, former president of IBM. (Bryant, 2020)
4. This Company Is Letting Its Employees Choose Their Rewards; Matt Rizzetta, CEO of N6A. (Zimmerman, 2018)

5. How Personal Growth Transforms Leadership Effectiveness; Mark Samuel CEO, IMPAQ Corp. Execution and transformation expert. (Zimmerman, 2018)
6. Google CEO Pichai tells employees not to 'equate fun with money' in heated all-hands meeting; Sundar Pichai, CEO of Google. (Elias, 2022)

Each text represents different leaders, who are the following;

CEOs

1. Cheri Barenek is a funder and CEO of Clearfield, an American seated multinational business company, which delivers fiber solutions for broadband worldwide. She is seen as a visionary communications leader and under her management, Clearwater has secured profit 14 years in a row. Furthermore, she has been rewarded with several titles, including inductee of Minnesota Business Hall of Fame, in 2021, Female Executive of the Year in New York City by the International Stevie Awards, Women in Wireline from Fierce Telecom and Women to Watch award in 2004 (Clearfield, 2023).
2. In addition to recovering from addiction, Michael Brody-Waite is an acclaimed speaker, an entrepreneur, a three-time CEO award winner, a leadership coach, and an author. Among his accomplishments, he has been named the Most Admired CEO, named to the Top 40 Under 40, and recognized as Healthcare Entrepreneur of the Year by the Nashville Chamber of Commerce. Michael is helping individuals, organizations, and communities

lead themselves. He spends his free time being the best husband, father, and recovering addict he can be (LinkedIn, 2023b).

3. Jim Whitehurst is the former president of IBM and is now a senior advisor. Before IBM, he was working on the Red Hat project. He is educated with a bachelor in economics and computer science. (Pathwise, 2022)

4. This Company Is Letting Its Employees Choose Their Rewards: Matt Rizzetta, CEO of N6A
   Matt Rizzetta is the leader of one of the fastest growing agencies in the United States when looking at their revenue. His company is called N6A (North 6th Agency Inc) which works with marketing, technology, sports and entertainment. (LinkedIn, 2023a)

5. A Thought Leader and CEO of international consulting firm IMPAQ, Mark Samuel guide organizations in achieving measurable breakthrough results within six months by linking Execution, Culture and Deliverables. Mark is also a best-selling author of Making Yourself Indispensable: The Power of Personal Accountability and Creating the Accountable Organization and have won awards for both books. With his methods, he has insured long-term positive, profitable improvement in companies worldwide, which include The Royal Bank of Canada, Winnipeg Regional Health Authority, Enbridge, Pacific Seafood, Chevron Corporation, American Express etc. (Samuel, 2023)

6. Sundar is the CEO of the billion-dollar company Google, which he joined in 2004 and later became the leader of. He was in the lead behind Google Toolbar and several other Google products such as Google Play and Google Maps. Before Google, he worked at Applied Materials (works with semiconductors) and McKinsey & Company (an American management company). With his work at Google, he provides his home country with infrastructure and helps develop technology there, which includes the founding of the Google Pay app. He also has received several awards which for example includes World Economic Forum's Top 100 Global Thought Leaders Award, The Webby Awards' Digital Visionary Award and Variety's Visionary Award. (Parmar, 2023)

3.4 Delimitation & Limitations

The purpose of this section is to give the reader insights in choices of delimitation for this thesis. Furthermore it will provide a brief describtion of external limitations

The focus of this thesis is companies internal circumstances. Thus I delimit myself from investigating external socioeconomic relations, like for example war in Ukraine or external circumstances that might affect a company. However, if such a topic is brought up internally for a company it is relevant to analyse as it is a part of the companies internal dynamics.Furthermore I dleimit myself from invistatgating language barriers impact on effective leadership. Neither will I study performance and efficiency in form of raw (statistical) data.
Nor am I investigating individuals ability to obtain knowledge.

I am limited by the amount insights from executives. Explained: theres is not much materials which represent leader views, opinions and strategies of a company. Moreover, most of the materials I haven been able to find is for successful american based companies.This means that unsuccessful companies are not represented in the analysis, thus I am only able investigate challenges for companies that have overcome them and not companies that has failed.

3.5 Methods of analysis

The point of this section is to provide the reader with a brief overview of thematic analysis in general. Hereafter it wil be described how this method of analysis is used in this study. Finally, themes that has emerged through coding with be presented and described.

,As mentioned the method of analysis in this thesis is data-driven thematic analysis.

It is beneficial for my study to do a thematic analysis because it allows me to get multiple different aspects on a subject. Furthermore a thematic analysis creates an easy accessible overview and comparison of different aspects of a subject. A thematic analysis also allow me to study these perspectives in detail, thus getting more nuances than for instance if I were to use questionnaires. Nonetheless, thematic analysis is vulnerable towards biased analysis because it relies on the researchers ability to identity themes in the selected material.. The researcher identifies patterns and categories of what he/she finds important for the subject. However, the risk of biased findings can be minimised if the researcher is aware of the risk and is reflective and well-grounded in her arguments.

In this section, I will present my choice of literature and my analysis method.

The analysis method of this thesis is data-driven thematic analysis.

Six documents have been chosen for analysis. In the process of selecting the text, certain criteria have been required to make it eligible.

The text has to be practitioner-oriented; statements in the text have to be people who practice leadership and knowledge management. It can not be experts or scholars without practical experience. Furthermore, the practical experience has to be somewhat recent, no more than five years old. The reason for this is the practical development of the field. Leadership and km in business life are rapidly developing, and since the corona pandemic, new adaptions have emerged As knowledge management is in rapid development as well as leadership, a lot of things can change in 5 or 10 years

The concept of thematic analysis involves identifying patterns with words and coding these into categories. Before conducting a thematic analysis, it is important to decide whether the categories are premade or data-driven. I am using data-driven categories. This means that my categories are created based on the thematic and patterns I identify in the selected materials.

Thematic analysis is used in many different disciplines and study fields, both for quantitative and qualitative studies. I am using it for a qualitative study. The advantage of using thematic analysis for a qualitative study is that creates a structured overview of patterns in a text by applying thematic analysis to qualitative data.

This enables me to do an in-depth analysis of a limited amount of materials. Nonetheless, thematic analysis is vulnerable towards biased analysis. Explained in another way,
The researcher identifies patterns and categories of what he/she finds important for the subject. However, the risk of biased findings can be minimised if the researcher is aware of the risk and is reflective and well-grounded in her arguments.

My thematic analysis is data, the themes has emerged from the text and I have not established criterias for the themes. However after identifying my themes I have concluded that they can be charectised by the following features; (boxese):

Category 1: Repetitive topics and words

Category 2: Words that can be classified as related to the theories; transformation(al), rolemodel, leader, knowledge, networks/(work)groups, mentor(ing)ect.

Category 3:Metaphors and analogies

Category 4:Similarities and differences

I have engaged in thematic analysis in the following way (state something with each step in the process is put in appendix):

Step 1: I have familiarized myself thoroughly with the selected 8 text, by reading them several times, and initial identification of patterns where I have highlighted anything of relevance to my problem formulation and the subject of my thesis

Step 2: I have gone in detail with my highlights and identified various sentences and phrases relevant to my subject. Afterwards, I have coded them by grouping extracted data that has a similar topic. Lastly I have labelled my codes to clarify their content. After identifying and labelling my code, I have cross referenced them in my text. I have done this by gathering all 8 documents in the same pdf file, and then I have searched in the file for any matches with the already identified codes. I have also readeach text through manually while looking for any matches. I have done this to reveal any codes in the text that had similarities and was not yet accounted for.

Step 3: I this part of the process I have crossed referenced my codes and identified patterns and similar codes. The codes which are similar has been group together in a theme. If any of the codes does not have enough material to support them, for instance if they are not mentioned in more than one text, I have sorted them out.

Step 4: I have double checked my themes for their usefulness and accuracy. This has resulted in regrouping and going from 6 to 4 themes.

Step 5: I have named my themes and done a detailed description of each. Furthermore, I have reflected over how each theme helps me to understand the data and enlight my subject.

After this process I am ready conduct the thematic analysis.

Chapter 4 - Analyses

4.2 Theme one - Engagement, motivation and inclusion

This category is about how motivation and engagement support and challenge the storage of knowledge.
"

In text 1,, Ossip talks about the importance of employee engagement. He states the following Ossip's first executive meeting yielded one key consensus: "Without high employee engagement, Ceridian could not drive the other changes it wanted and required. Employee engagement had to become the organization's core focus. (p3.)."

And proclaims that in his experience, employees' unhappiness affects not only the top and bottom line but every other vital business as well; "...it lacked strong innovation and technology. With no new products in its pipeline, it lost market share. The combination hurt both employee engagement and customer satisfaction scores.(p. 3)" This situation is problematic in several ways; low employee satisfaction negatively affects the employees' willingness to stay at a company, thus increasing the risk of knowledge loss. Secondly, the loss of market share means that the company loses money, eventually leading to layoffs. Without a proper strategy, these layoffs will cause a lot of valuable knowledge to leave the company. Ossip points out that a part of the solution is "Skilled and purposeful leadership with a deep understanding of what engages people are required to solve this problem" . Ossips expressions "purposeful leadership" and "deep understanding" align with transformational leadership in terms of motivating followers and giving their work a purpose (idealised influence) and understanding what drives the individual worker (individualised consideration).

Later in the text, Ossid aligns purposeful leadership with a defined purpose where the company's vision and purpose are clearly defined. However, he states that when he became CEO, the organisation's goal was vaguely defined and unclear, and he argues that it was one of the reasons the company's finances were in a bad state. He stated: The company’s success lies in a balance of understanding the organization’s purpose and executing needed business deliverables to fulfil that purpose, which aligns with idealised influence. It is later mentioned that Ceridian has posted stickers on the wall with the company's values and visions, to remind the employees of them. In this situation, using explicit knowledge supports inspirational motivation to increase employee engagement and lessen the risk of an employee leaving.

Rizzetra proposes a different approach to motivating employees: Over the years, if there’s one thing we’ve learned about employee recognition, it’s that you can’t treat it with a one size fits all approach,” said Rizzetta.

> It’s all about customisation in today’s workforce. What might motivate one employee might turn another off and vice versa. Some are motivated by cash, some by experiences, some by the quality of life, and some by health and wellness. Some by a combination of these.

Notably, Rizzetta does not directly emphasise as a driver of motivation, but instead rewards and benefits that the employees find suitable. Nonetheless, it can be argued that Rizzetta is taking a personalised approach to the rewards by letting each employee choose what suits them best. Furthermore, employees have consulted in developing the initiative., and this is discussed and analysed in theme 3.
Furthermore, the points pace programs are combined with employee completions where employees compete individually and on trans in reaching certain goals or achievements. Rizetta argues that personalised rewards give a chance for all employees to be included in the program. While these competitions might incentivise the employee to collaborate more and discuss ideas and knowledge, with the possibility of accelerating the internalisation process, externalisation and

collaboration thus moving along the continuum, it can also have the opposite effect. Suppose the company culture gets too competitive with a dominant focus on individual præstationer. In that case, the employees might be inclined to keep potential suggestions or knowledge to themselves in the hope of it supporting them in præsternes better than their colleagues. This would damage the conversion of tacit knowledge and the sharing of knowledge, consequently increasing knowledge loss if such an employee were to leave the company.
On the other hand, it can be argued that an employee willing to withhold knowledge to gain a better position in a competition might have less incentive to leave a company than an employee that doesn't care for the culture. Furthermore, competition can have both a positive and negative effect on the cohesion in the companies. Suppose a leader succeeds in cultivating a collective commitment towards the competition or achievement of goals. In that case, the transformational leader will have a better foundation for idealised influence as the employees already have something that gathers them. Achieving idealised influence will make it easier for a leader to stir the employees in the direction the leader wishes, like a stronger focus on sharing knowledge or implementing knowledge management strategies. However, the leader must balance the focus on competition and incentives. If a leader puts great focus on presentation and too little on the value of each employee. It can potentially breed stress among the employees as they constantly feel the need to perform.

This is problematic on both a personal and work level. It is common knowledge that stressed people become short-tempered and impatient and feel more vulnerable, guilty and insecure. While these symptoms are bad for any leader, they will challenge especially transformational leaders. This is because transformational leadership requires something of the leader as a person. They are expected to show empathy, engage on a deep level with the followers, receive feedback, and be open to new ideas. But if a leader is stressed and becomes vulnerable and insecure, they might take any feedback personally and become angry, pushing the employees away. Or simple might take more control because the leader would feel more in control and organised.

Samuel states: We can ask people to be open, to ask for help and to share their
ideas, but if our response to that vulnerability comes from our
ego's need for control, power or perfection, we can inadvertently
shut others down.

This statement frames several challenges. First and foremost, shutting others down has the potential to stop the flow of knowledge throughout a company because the leader simply stops to listen to feedback and new ideas. It can also stop the flow of knowledge because if the leader feels demotivated, it is challenging to spread motivation, and it might harm the levels of motivation among employees at a general level. Furthermore, if the employee sense that the leader is stressed, they might leave certain feedback out to spare the leader's feelings or upset the leader. These situations might also make the employee insecure in their relationship with their leader.

Employees can also be stressed and feel burnout. This affects them in the same way as their leaders. They become insecure and lack energy, and their engagement in their work is reduced. This is harmful to the SECI model process, COPs and their overall effectiveness at work. Ceridian CEO states in article (add citation), that when he took over the CEO job in Ceridan, he "inherited a highly disengaged workforce (p.2)", and he argues that "skilled and purposeful leadership with a deep understanding of what engages people are required to turn around this problem" (unhappy and disengaged employees). Ossip experienced that his employees' lack of technology and innovation made a bad culture worse. Determined to turn things around, he had an executive meeting yielding him the knowledge that "without employee engagement, Ceridian could not drive the other changes it wanted and required (p. 3)".

4.3 Theme two- Challenges and conflicts

In the articles it can be observed that using transformational leadership to evolve the organisational culture has been both rewarding and challenging. Ossip states: Over the following 18 months of Ossip's change management initiative, employee engagement scores rose significantly, and Ceridian's Glassdoor rating went from under 2 to over 4 on a scale of 1-5." However the transformation has not been without challenges. Ossip gives an example

In article A, there is an example of a situation where the leader's actions become problematic for the cultivation of trust: “... one of his team members proposed a new process in response to a previous situation that had caused confusion and a communication breakdown” and “... the CEO quickly became upset, taking this suggestion as a personal affront rather than simply a neutral change in the process.”
Later in the article, the consequences of this situation were described as something that caused fear and distrust in the company.
s means in a situation where there’s a meeting or a seminar where employees put forward requests or critiques to do things in another way, a leader risk feeling that he or she is getting criticised personally and not the methods

However, such a situation can happen at all companies regardless of leadership style, but I argue that the chance is higher when a leader and employees get personally involved because they put themselves out there. Thus it is especially important for a transformational leader to be aware of such a risk.
But at some point, a conflict like that will happen. As pointed out in article (add citation), a consequence of this can be that employees lose trust in their leader or becomes insecure in sharing opinions or giving feedback. This is harmful to the processes happening in COP because if employees do not feel safe sharing ideas, knowledge or opinions with certain people, the foundation of COP disappears. It can be argued that the consequence of this is if an employee leaves, she or he will take the obtained knowledge with her. Furthermore, if a leader does not react appropriately in a situation with distrust among employees, it will spread like sickness and harm the work environment in a company. For example, If there is a seminar where leaders and employees can give feedback and share ideas, a transformational leader should respond positively and encourage.(Google CEO sounded annoyed) However, if the leader talks negatively about the proposal and gets angry because he feels criticised personally, the employee's initial reaction will be to protect themselves. If the leader does not talk this through with the affected employees, they may continue to have an insecurity in being open and therefore holding onto their ideas. The same is the case if a leader repetitively seeks out an employee outside of cop sessions only to tell him that he does not like the idea or that the leader asks the employee if he likes him. This might cause
On the other hand, if a leader has a transactional approach to leadership, such confrontations might be avoided. This is due to the fact that leaders would not expect new ideas and feedback the same way as if transformational leadership was the approach, which would mean that the employees would have less incentive to give it. Transactional leadership in itself would also not tend to be concentrated on a good employee-leader relationship. Both parties would expect clear instructions on their assignment and its expectations, and in such a way, the need for interaction and sharing of proposals and ideas would be less.

Ossip points out another type of challenge in his journey as a transformational leader:

“Most were sceptical that the bank could systematically capture and organise the wealth of knowledge and experience gained from staff, clients and development partners and create links between groups and communities working on similar topics. “
Breaking the text down, the strategies can be identified as transactional leadership and COP’s.

The process the bank applies for knowledge is an example of the knowledge process proposed in the SECI model. They are creating a knowledge bank by connecting different groups and communities. It is not directly specified in the text above. Still, on page 1, it is stated that the World

Bank has knowledge-sharing programs like COPS, a help desk and advisory service, and it can be an extension of this theory; the methods mentioned are examples of COP. However, it is clear in the text whether methods of transformational leadership have been utilised in these scenarios. How?
Nonetheless, (add citation) p. (add name) in the text gives examples of their focus on cultivating trust and engagement amongst employees to secure an environment where employees feel it's safe to share their ideas, a key concept of transformational leadership, indicating that transformational leadership indeed strengthens the foundation for sharing.

Google has experienced economic worries as well. On a meeting employees asked critical questions regarding payment (add citation).

Its a problem because "Google has long been viewed by engineers as the place to go in Silicon Valley for top pay and benefits. However, the company is facing a clear challenge in its effort to maintain that status…, which has left employees on edge."

This dilemma is consistent with transactional leadership, as the employee has certain expectations to what the gain or earn for their work. They expect it their pay to compete with other top firms. An employee articulates this in the following way: " Amazon just adjusted base salary cap, Apple reportedly used RSU bonuses," the question stated. It then asked what steps Google is taking". The employees expect their company to follow up on external conditions regarding pay elsewhere. This indicates a mindset of google employees seeing their work as a pure transaction. If (CEO NAME) is unable to handle this is a suitable manner it can become a bigger problem than "just" unhappiness with salary. As stated in the previous thematic, motivation has a great impact on the performance at a company. This also includes the employee's willingness to share knowledge or their openness to COP's. Furthermore, if the employees are unhappy with their payment they may look for somewhere else to work, which will cause in knowledge loss for google. According to the author of the article "Retention and employee satisfaction are more critical than ever to Google and
its industry peers as record numbers of people in the U.S. are quitting their
jobs and exploring new opportunities."

Another aspect of the challenge is that in a survey, only 46% of google employees felt that they were properly compensated for their work compared to similar jobs at other companies. Moreover, the article (add citation) further underpins the importance for employees regarding salary and bonuses. Furthermore, in the article (add citation) an employee asked Sundar Pichai CEO of Google why the company is "nickel-and-diming employees" by slashing travel and swag budgets at a time when "Google has record profits and huge cash reserves," as it did coming out of the Covid pandemic."

Pichai responds to the question in the following way:" The fact that you know, we are being a bit more responsible through one of the toughest macroeconomic conditions underway in the past decade, I think it's important that as a company, we pull together to get through moments like this."

His response indicates transformational influence by using empathy to influence the employees to accept Google's actions. In articles x and x Pichai repeatedly expresses empathy towards his employees and tries to convince them that he cares about them. Nonetheless, the fact that employees are minded towards being compensated fairly represents, in this situation, a challenge

for Pichai towards implementing a common mind and goal for the company. Other statements and questions from the employees also show a certain level of disagreement with certain strategies the top executives of Google wish to implement. For example, Pichai has stated that he wishes to "make the company 20% more productive while slowing hiring and investments." And he elaborates: "Can we look at that process and maybe remove two steps, and that'll be an example of making something 20% more efficient? I think all of us chipping in and doing that across all levels, I think can help the company." This is an example of transformational leadership, where he tries to lead the employees on a path towards a common goal that is better for the company.
It is unlikely that Piscai is only using transformation strategies at the meeting, but he probably tries to have a transformational leadership approach in general to his work. If that is the case, the debate a the meeting indicates that if the employees do not feel fairly compensated, it is hard to launch and implement new strategies. Moreover, it indicates that even though a leader is transformational and tries to achieve idealised influence and inspirational motivation in some areas and perhaps succeeds, it might be challenged in other areas. For example, the employees feel that their payment is vital, and it influences their opinions or feelings towards the company or the CEO negatively. In such a case, the CEO risks fostering demotivation or a decline in engagement if the leader does not act upon the dispute and creates a bad work environment. This raises the risk of losing employees and valuable knowledge.

4.4 Theme three - Input and feedback

In the used articles, there are different examples of how the top executives ensure their employee's input and feedback in a systemised and organised way.

Whitehursts states that "I also leave half of my staff meetings open, with no set agenda. I want to create space for people to talk. If you don't create that space, then you don't even really know the issues that you need to change. A lot of that comes from just creating some space. So far, we have yet to finish one of those meetings early. This is an example of how COPs can be implemented in leadership practice. The first half of the meeting might be one-way communication and not a COP platform, but the second half of the meeting creates an opening for debate and discussion." Furthermore, his perspective on creating a room for people to talk aligns with the SECI model. The conversion from tacit to explicit knowledge happens through interaction. It can be argued that employees might discuss different subjects outside the meeting but by creating a platform for the discussion it is easier to manage the knowledge. Furthermore, when many employees meet for this open forum, the knowledge will be distributed among more employees than if the debate happens across the lunch table.

At google they have systemised their approach to input and feedback differently; At all-hands meetings, Google CEO Sundar Pichai and other senior executives regularly read top submissions from Dory, a site where employees write questions and give a thumbs up to those they want leadership to address. This way of combining survey and face to face meetings might be efficient for making a clear overview of what the employees feels is relevant to discuss, however the lack of interaction hinders the process of creation solutions for the issues, and isnt supportive for knowledge retaining. however with optimi´sation of the approach it could provide a platform that supports both SECI and COPs. If the survey was supported conducted during meetimngs with time allocated for employee interaction, it could reveal other ideas orsuggestions as new knowledge might emerge in the interaction or tacit knowledge converts to explicit. On the other hand, the possibility of asking an anonymous question minimises the risk of uncomfortable confrontations or conflicts, which can be an advantage in a work environment where idea sharing, engagement and deep connection with the leader are prioritized, since conflicts has negative effects on trust and openness.

. Furthermore, using a survey can also be beneficial for a transformational leader, as it is a more flexible way for the employees to give new ideas and feedback. It is more flexible because employees can answer the survey whenever it fits into their schedule. However, with the basis in COP and the SECI model, it can be argued that this is not the best way for the distribution of knowledge as the premise in these models is that interaction is a foundation of knowledge sharing. Another problematic with the use of survey is that. if the receiver of a survey is in doubt about what something means or if the person needs further explanation, it can be difficult to obtain unless the survey is not done anonymously. Another problem with surveys is the lack of real-time interaction. If there are any questions to the survey, answers, they can be asked in employee meetings or group sessions, but the person with the answers in question might not be there or might not remember his or her idea in detail. Furthermore, mode 2 in the SECI model, from tacit to explicit knowledge, is concentrated on how knowledge is converted through interaction. As described, the nature of a classic survey is restricted and, in the best case, limited in regards to interaction, and as a consequence, renders the method useless in relation to the SECI model. As a classical survey is answered individually, it is not relevant for COPS either.

Thus the use of classical surveys is very limited and challenged in certain contexts and is arguably not the best method to support knowledge storage in a company. It may, however, be used in limited ways as a supplementation of COPs and as a tool for a transformational leader.

However, the survey form is not completely out-ruled. It can be used in more alternative ways. While the covid pandemic brought horror and tragedy, it also implemented some new ways for companies and institutes of education to work. In many countries, lockdowns were implemented to a greater or less extent. This meant that people were not allowed or practice was not able to show up at their workspace physically. Therefore it was necessary for universities and companies to find new ways to conduct their meetings and group sessions. My experience is that both Aalborg municipality and Aalborg university started using digital tools to a high degree. While the municipality used Microsoft Teams, the university used Zoom for meetings. Two programs that both offer a practical and organized way to conduct online meetings. Both programs also offered breakout rooms and the possibility of surveys for the persons attending the meetings.

4.5 Theme four - Knowledge circulation Training programs and workshop

About the matter of up-qualifying employees Cheri Beranek, CEO of Clearfield states:

…

Cheri Beranek is theIf we expect to draw and retain talent, genuine culture is needed: “We need to walk the talk and build a company that demonstrates what we are all about.” This phrase is related to inspirational motivation and idealised influence). The perspective that words need to be followed by actions is an idealised influence and a way to induce trust in their company culture. Barenak also expresses a desire for a clear vision for her company, which is aligned with inspirational motivation. Furthermore, she equals these elements by creating a culture at the workplace where talented people want to work and stay. Thus, in the opinion of Barenek, idealised influence is not only helping to acquire new knowledge within a company but also lessens the risk of losing the knowledge because employees want to stay at the company.

Barenak also talks about the importance of open communicationWe need to be open to it, like lanes of fluid traffic in both directions, not stocked up silos hoarding information for ourselves" This phrase is arguably an expression of an approach where communication is important. Still, it is also an expression of Barenak's view on the importance of being able to share information both ways. In a sense, she views her entire company as one big COP, where knowledge circulates and increases innovation. This also means that more employees will have a greater amount of knowledge if the sharing of information is distributed evenly. However, not all knowledge will be relevant to every employee. For instance, knowledge about new marketing ideas might not be of much relevance to a team in an R&D (research and development) department.
Nonetheless, if R&D is working on a new product, it might be relevant for marketing in the sense that they might have to prepare a campaign for the launch of the new product. It is important that even though Berenak talks fluid information, she is not mentioning anything explicit of COPs in her company. If the company does not have any clear strategy or guidelines of how and when to share information/knowledge, it might be shared casually when it seems needed. This is less effective than if there are specific timeslots for meeting with discussions. Thus, even though her approach to fluid knowledge in the company and openness for talks is transformational, the actual outcome of open information sharing might not be very effective.

- Idealised influence: know what we are about and walk the talk
- (Intellectual stimulation)

Brout views training programs for leaders as important as well, but he argues that it has its limits: No management training program could address this inner negative
thought pattern that needed to be healed, and it could not be
solved by a communication process or techniques (add citation). Through his statement, he points out that a training program is not sufficient to make a great leader. Earlier in the article, he gives an example of how old wounds from his childhood leave him extra vulnerable in some situations. When this point is put in relation to the quote, it becomes obvious that Barek believes that human relations and interaction are vital in developing from a good leader to a great one. The statement also has elements of both COPs and the SECI model. Regarding COPs, he is underpinning the fundament of COP, that it is in the meeting between that skills grow and one develops. This relation is also emphasised by Barek earlier in the text: drug use rehab, transformational leadership ..> individualised consideration and idealised influence

Common feature both believe this their approaches help retain a healthy culture at their company and retain employees, thus lessening the risk of knowledge loss. On the other hand both have fired employees for not fitting into their formula, but new employees.

Chapter 5 – Discussion and finding and conclusion

My discoveries indicate that transformational leadership can possibly prevent knowledge loss in 3 ways; by creating a healthy work environment where employees feels appreciated and want to stay and by having behaviour and strategy that supports COPS and the conversion of tacit knowledge to explicit knowledge. However, it does also stand clear that if a leader does not meet employees' expectations it can breed disengagement and dissatisfaction among the employees making it hard for the leader to foster, trust, openness and knowledge sharing. And if the leader fails to address these issues dissatisfaction might grow which has two potential outcomes; It becomes difficult for the leader to foster openness and sharing of knowledge if the employees become unsatisfied to the extent that their commitment and engagement decrease. The other potential outcome is that employee leaves the company in order to find a new workplace where for instance payment and benefits suits them more. My findings also indicate that some transformational leadership behaviour attributes like intellectual stimulation, have the potential of disrupting knowledge sharing for example if the leader fails to challenge the employee at the right level. This misread can harm the employees' trust in their leader it making it difficult to status as a role model and a culture open for discussions and debat. When this is said it is important to mention that this possible chain of reactions does not happen because of one situation where the leader misreads but several.

Furthermore, I expected to find a theme with a focus on inclusion in the company. Even though the leaders talk about how employees should be listened though and meet at their level, as with individualised considerations none of them talked about how to overcome cultural barriers. It would be naive to think that everyone is capable of acquiring and sharing knowledge at the same level. As Nonaka described an individual has to be capable of justifying their beliefs as the truth. Relating this though to cops and transformational leadership there is a possibility that individual beliefs or language barriers can hinder the process of sharing knowledge or achieving a common goal. It can be argued that it is not enough for a leader to support an individual in his wishes of progression or advertise a common goal if the leader does not have an understanding of an individual's beliefs and or heritage. For example, some cultures have a hierarchy where the elderly has the last word or where women's opinions and ideas are not as important as men's. A cultural heritage like that can be difficult to adopt the individual if the leader does not have some kind of strategy towards breaking these barriers. Furthermore, a leader can find it difficult to get maximal benefits from their transformational approach or established COP if they fail to address the internal hierarchy among employees. A leader might be able to establish common sense by connecting employees through a common goal or COPS, but if the leader does not provide a frame for strengthening collaboration or social bonds between the employees outside of network groups it can deteriorate the possibility of knowledge sharing in the long term as the company risks to develop internal groups between the employees. However, even though none of the leaders expressed direct attention towards a cultural heritage or order social barriers some of them did address the importance of personality traits in a way that they find it important that a new employee has certain attributes that fit into the company's cultural norms about sharing knowledge. This does align with Nonokas' assumption about how individual beliefs can hinder group interaction.

Even though applying the SECI model in combination with different leadership styles indicates (add citation), there are some challenges which are not accounted for, at least not explicit in either leader's styles or the SECI model.

The SECI model is rather specific to knowledge generation. However, it lacks insights into the process, and it does not account for intern and externs impacts. The SECI model takes a naive point of departure in believing that all knowledge can transition from tacit to explicit. Even though transformational leadership used in the right way can facilitate circumstances that cultivate knowledge sharing and storing and create awareness of what each employee knows and does not know, it can be questioned whether applying the SECI model as a tool and strategy for leadership combined with COP, is enough for a company to secure minimal loss of knowledge when losing an employee.

Another naive assumption in the SECI model and the COP theory is that the process of knowledge generation, sharing and circularisation happens 1:1, in the sense that a person is able and willing to share tacit knowledge on equal terms with others and that the receiver. Some people might be better at explaining their ideas or their know-how than others. It is also questionable whether a person is able to understand everything that is said, just as well as it is not given that a person simply receives everything, as, for example, attention can fail. Nonetheless, the argument for actively establishing COP’s at a workspace is that the employees will circulate more knowledge and, thus, more evenly store knowledge between them through their interactions in COPs. Under the right conditions, group meetings, or meetings similar to Google's all-hands meetings, can strengthen the interaction between employees as this serves as a natural forum the ask questions and give input and feedback. The right conditions are different from workplace to workplace. Still, if the leader tries to get every employee engaged in the meeting and successfully emphasises the importance of the meetings (idealised influence), The success of interactions at these meetings will arguably be greater. The fact that these meetings can be used as a room for practice or strengthen interaction and collaboration will, after repeated meetings, expands the sense of security by sharing knowledge, thoughts and ideas to interactions between employees or between employees and leaders outside of the meeting rooms as well. This will heighten the circulation of knowledge.

References

Adesina, A. O., & Ocholla, D. N. (2019). The SECI Model in Knowledge Management Practices. *Mousaion: South African Journal of Information Studies*, *37*(3). https://doi.org/10.25159/2663-659X/6557

Baines, A. (1997). Exploiting organizational knowledge in the learning organization. *Work Study*, *46*(6), 202–206. https://doi.org/10.1108/00438029710367631

Bass, B. M. (1999). Two Decades of Research and Development in Transformational Leadership. *European Journal of Work and Organizational Psychology*, *8*(1), 9–32. https://doi.org/10.1080/135943299398410

Beranek, C. (2022). *To Recruit and Retain a Strong Team, Live the Culture You Talk About*. https://www.entrepreneur.com/leadership/powerful-leaders-practice-the-culture-they-preach/435902

Bishop, I. (2022, oktober). *Council Post: How To Stop The Knowledge From Walking Out Your Door*. Forbes. https://www.forbes.com/sites/forbestechcouncil/2022/10/04/how-to-stop-the-knowledge-from-walking-out-your-door/

Bolisani, E., & Scarso, E. (2014). The place of communities of practice in knowledge management studies: A critical review. *Journal of Knowledge Management*, *18*(2), 366–381. https://doi.org/10.1108/JKM-07-2013-0277

Bollinger, A. S., & Smith, R. D. (2001). Managing organizational knowledge as a strategic asset. *Journal of Knowledge Management*, *5*(1), 8–18. https://doi.org/10.1108/13673270110384365

Bryant, A. (2020, August 19). *'I Believe My Role Is To Create Context For People To Do Their Best Work.' | LinkedIn* [Post]. LinkedIn. https://www.linkedin.com/pulse/i-believe-my-role-create-context-people-do-best-work-adam-bryant/?trackingId=enqZE98zTMDusTC7Nkwe9Q%3D%3D

Bryant, S. E. (2003). The Role of Transformational and Transactional Leadership in Creating, Sharing and Exploiting Organizational Knowledge. *Journal of Leadership & Organizational Studies*, *9*(4), 32–44. https://doi.org/10.1177/107179190300900403

Burns, J. (2004). Transformational and Transactional Leadership. In *Encyclopedia of Leadership*. SAGE Publications, Inc. https://doi.org/10.4135/9781412952392.n356

Clearfield. (2023). *Cheri Beranek Clearfield, Inc. President and CEO*. Clearfield. https://www.seeclearfield.com/about/cheri-beranek.html

Crawford, C. B. (2005). Effects of transformational leadership and organizational position on knowledge management. *Journal of Knowledge Management*, *9*(6), 6–16. https://doi.org/10.1108/13673270510629927

Crossan, M., White, R., & Ivey, R. (1999). An Organization Learning Framework: From Intuition to Institution. *The Academy of Management Review*, *24*. https://doi.org/10.2307/259140

Dalkir, K. (2005). *Knowledge management in theory and practice*. Elsevier/Butterworth Heinemann.

Donate, M. J., & Sánchez de Pablo, J. D. (2015). The role of knowledge-oriented leadership in knowledge management practices and innovation. *Journal of Business Research*, *68*(2), 360–370. https://doi.org/10.1016/j.jbusres.2014.06.022

Elias, J. (2022). *Google CEO Pichai tells employees not to 'equate fun with money' in heated all-hands meeting*. https://www.cnbc.com/2022/09/23/google-ceo-pichai-fields-questions-on-cost-cuts-at-all-hands-meeting-.html

Eurostat. (n.d.). *Euro area unemployment at 7.9%*. Retrieved 28 February 2023, from https://ec.europa.eu/eurostat/web/products-euro-indicators/-/3-01092020-bp

Garfield, S. (2022, December 12). What are new ideas in knowledge management? *Medium*. https://stangarfield.medium.com/what-are-new-ideas-in-knowledge-management-652ea47f1baa

Khan, H., Rehmat, M., Butt, T. H., Farooqi, S., & Asim, J. (2020). Impact of transformational leadership on work performance, burnout and social loafing: A mediation model. *Future Business Journal*, *6*(1), 40. https://doi.org/10.1186/s43093-020-00043-8

LinkedIn. (2023a). *Matt Rizzetta | LinkedIn* [Profile]. LinkedIn. https://www.linkedin.com/in/matt-rizzetta-b878803/

LinkedIn. (2023b). *Michael Brody-Waite | LinkedIn* [Profile]. LinkedIn. https://www.linkedin.com/in/michaelbrodywaite/

McNeil, K., & Thompson, J. D. (1971). The Regeneration of Social Organizations. *American Sociological Review*, *36*(4), 624. https://doi.org/10.2307/2093593

Nonaka, I. (1994). A Dynamic Theory of Organizational Knowledge Creation. *Organization Science (Providence, R.I.)*, *5*(1), 14–37. https://doi.org/10.1287/orsc.5.1.14

Parmar, N. (2023, January 13). *Sundar Pichai Education: Biography, Awards and Unknown Facts | CollegeSearch*. https://www.collegesearch.in/articles/sundar-pichai-education

Pathwise. (2022, July 13). *Building an Effective Company Culture with Jim Whitehurst*. https://pathwise.io/podcasts/jim-whitehurst/

Pellegrini, M. M., Ciampi, F., Marzi, G., & Orlando, B. (2020). The relationship between knowledge management and leadership: Mapping the field and providing future research avenues. *Journal of Knowledge Management*, *24*(6), 1445–1492. https://doi.org/10.1108/JKM-01-2020-0034

Pemberton, J. D., & Stonehouse, G. H. (1999). Learning and knowledge management in the intelligent organisation. *Participation and Empowerment: An International Journal*, *7*(5), 131–144. https://doi.org/10.1108/14634449910287846

Politis, J. D. (2001). The relationship of various leadership styles to knowledge management. *Leadership & Organization Development Journal*, *22*(8), 354–364. https://doi.org/10.1108/01437730110410071

Samuel, M. (2022). *How Personal Growth Transforms Leadership Effectiveness*. https://www.forbes.com/sites/forbescoachescouncil/2022/06/14/how-personal-growth-transforms-leadership-effectiveness/?sh=386e525913e0

Samuel, M. (2023). *About Mark Samuel – Mark Samuel*. https://marksamuel.com/about-mark-samuel/

Singh, S. K. (2008). Role of leadership in knowledge management: A study. *Journal of Knowledge Management*, *12*(4), 3–15. https://doi.org/10.1108/13673270810884219

Tzortzaki, A. M., & Mihiotis, A. (2014). A Review of Knowledge Management Theory and Future Directions. *Knowledge and Process Management*, *21*(1), 29–41. https://doi.org/10.1002/kpm.1429

Utley, T. (2018, August 7). *Can Transparency Transform Leadership? One Entrepreneur Says Yes.* Forbes. https://www.forbes.com/sites/toriutley/2018/08/07/can-transparency-transform-leadership-one-entrepreneur-says-yes/

Wenger, E. (2011). *Communities of practice: A brief introduction*. https://scholarsbank.uoregon.edu/xmlui/handle/1794/11736

Zimmerman, K. (2018). *This Company Is Letting Its Employees Choose Their Rewards*. https://www.forbes.com/sites/kaytiezimmerman/2018/05/02/this-company-is-letting-its-employees-choose-their-rewards/?sh=28d8fdde6484

Zwilling, M., & Natek, S. (2016). *Knowledge Management Systems Support Seci Model of Knowledge-Creating Process* (pp. 1123–1131). ToKnowPress. https://ideas.repec.org/h/tkp/mklp16/1123-1131.html