

**A FRAMEWORK FOR IMPROVING KNOWLEDGE SHARING IN THE PROVISION OF
FLOATING SUPPORT SERVICES IN SHELTERED HOUSING FOR THE ELDERLY**

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LIST OF ABBREVIATIONS

ASS	-	Adult Social Services
ASSW	-	Adult Social Service Worker
BGOP	-	Better Government for Older People
CMHT	-	Community Mental Health Teams
CLG	-	Communities and Local Government
DH	-	Department of Health
DCLG	-	Department for Communities and Local Government
DWP	-	Department of Work and Pensions
FSS	-	Floating Support Service
FSW	-	Floating Support Worker
KS	-	Knowledge Sharing
KM	-	Knowledge Management
ODPM	-	Office of Deputy Prime Minister
ONS	-	Office of the National Statistics
SEU	-	Social Exclusion Unit
SH	-	Sheltered Housing

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DEDICATION

I dedicate this thesis to my family – Professor Charles Egbu, Charles (Jnr),
Chelsea and to the loving memory of my late father-
Mazi Gabriel Chukwudi Mbah

DECLARATION

This is to certify that the work presented in this thesis is original, except as acknowledged in the text, and that the material has not been submitted previously for a degree at any other university.

Print Name:.....

Signature:.....

Date:.....

ABSTRACT

The challenges arising from the changing demographic profile and the rapid increase in the older population in the UK promotes the development of a range of models of housing and support that allow elderly individuals to live independently for as long as possible. Over half a million elderly individuals live in rented, sheltered housing in England. Sheltered housing is purpose built accommodation for elderly individuals who want to live independently in an environment that provides support and is secure. It is a common view that knowledge sharing plays an important role in the success of businesses and organisations. This study proposes to identify the critical success factors (CSF) of knowledge sharing that should improve the provision of floating support services (FSS) to the elderly in sheltered housing. Literature demonstrates that the success of knowledge sharing is influenced by factors including trust, management support, communication, team networking, technology, structure and organisational culture. Knowledge sharing covers a wide variety of functionalities and supports different sets of activities within an organisation. Therefore, to achieve the research aim, both qualitative and quantitative research methodologies are used to gather data. Data have been collected through semi-structured interviews with thirty (30) participants and survey questionnaires engaging ninety (99) respondents across six organisations in Greater Manchester. The findings suggest that trust and relationships, team networking, strong leadership support and information technology are the CSFs that can improve knowledge sharing between floating support workers and adult social service workers; and play an important role in the decision to share knowledge. Based on these findings, a framework for improving knowledge sharing in the provision of FSS was developed. The framework will be of benefit to policy makers and regulators such as housing associations and providers of floating support services. The findings from this research contribute valuable new knowledge to both researchers and practitioners in both housing associations and the adult social service sectors by developing a holistic approach and in turn increasing their chances of improving knowledge sharing between teams providing floating support services.

CHAPTER ONE

1.1 Introduction

This chapter introduces the background and motivation for the research, the research statement of the problem, the research questions and the research aim and objectives. This is followed by the research methodology and after which it outlines the overall structure of thesis and concludes with a summary of the next chapter.

1.2 Background of Research

The UK population is ageing and the number of elderly individuals, aged 85 and over is projected to more than double over the next 25 years from 1.3 million in 2009 to 3.3 million by 2033 (ONS, 2010). An ageing society is one of the greatest challenges faced by the housing sector. As the population gets older, their housing needs change. As well as providing support for elderly individuals today, there is also the challenge of making sure that the right type of housing and support is available for future generations of elderly individuals. According to Westmore and Mallett (2011) many elderly individuals experience crises that affect their health or wellbeing; hence, they need housing support to help them lead full and active lives. Sheltered housing offers elderly individuals independence and security and allows them to be active members of their community. "Sheltered housing" was recognised as a cornerstone of social care in England in the 1950s. The focus then was the development and adaptation of the homes of the elderly, thereby helping them to live independently within the community (Means et al., 2003). However, in April 2003, the government introduced the 'supporting people' initiative. Its purpose is to bring together the existing funding streams for support services into a single budget to be applied at the local level based upon the strategic priorities of housing, social services and healthcare (Sharples et al., 2002). Nevertheless, the expectations of the elderly with regards to adequate and effective housing provision are increasing while the financial resources to provide such provision are reducing in real

terms. In recent years, housing associations have been able to provide intensive housing management support known as “floating support” to the elderly living in sheltered housing. “Floating support” is providing housing related support to those who needs it and when required. Its aim is to ensure that services adapts and responds appropriately to the changing needs of elderly individuals in sheltered housing, to maximise their independence and prevent unnecessary admission into institutions. On the other hand, in providing these services, there is a view that there are difficulties surrounding information and knowledge sharing between the floating support worker and other agencies such as adult social services (Sharples et al., 2002; Johnson et al., 2010).

In recent times, knowledge management (KM) has become more popular as businesses and organisations explore new ways to increase productivity and market share. Knowledge management is seen as a trend in managing knowledge for achieving organisational objectives. O’Dell and Grayson (1998) consider knowledge management to be a key part of any strategy using expertise to create a sustainable competitive advantage in a business environment. The main aim of knowledge management in any business is to leverage increasing organisational knowledge for a more well-defined and informed decision-making. Knowledge management contains several processes which include the fundamental processes of creating, capturing, storing/retrieval, sharing, applying and reusing of knowledge. Adenfelt and Lagerström (2005) viewed knowledge creation and transfer as complementary and interwoven because creation depends on transfer, while transfer often results in the creation of new knowledge. They noted that both processes can occur through dialogue and communication associated with individual or team-based interaction and collaboration. Similarly, as noted by (Dosi and Grazzi, 2010; Pinho et al., 2012) knowledge storage/retrieval and reuse/application can be viewed as interwoven, since knowledge reuse and application often depend on the availability of knowledge in one or more explicit forms (codified knowledge). In addition, codified knowledge can be stored for subsequent use or application. Having noted the different knowledge management processes,

this research will be concentrating on knowledge sharing, which is the focus of this study. Knowledge sharing in the context of this research is whereby the floating support worker and adult social services share their perception, experiences and expertise in order to provide services tailored to the needs of the services users, in this context the elderly living in sheltered housing. A review of the literature has revealed several identifiable reasons, within the context of this study, which has led to the choice of focusing on knowledge sharing as oppose to other knowledge management processes. First, the report by the Department for Community and Local Government (DCLG, 2008) reported that there is difficulty in providing a holistic services to users to due to lack of knowledge sharing between agencies providing floating support services, such as adult social services. Next It has also been asserted by (Sharples et al., 2002) that there is a lack of empirical research on floating support service, especially dealing with the development of the floating support worker role, alongside other professionals in social care provision, as there are problems with knowledge and information sharing between both agencies. Third, a report by DCLG (2010) further note that floating support services are often not coordinated, particularly for elderly people living in sheltered housing. The report identified lack of communication and knowledge sharing between housing providers and adult social services; which means that service users are not getting tailored service as they should. Also, while there are various studies of knowledge sharing in different organisational context, there is a paucity of studies published that have specifically addressed the critical success factors of knowledge sharing between floating support workers and adult social service worker for improved provision of floating support services to the elderly in sheltered housing. Studies have shown (Breu et al., 2002; Hovorka and Larsen, 2006) that key competence for employees agility are the collaboration of employees across functional boundaries and the ability of employees to effectively share knowledge. Knowledge sharing between teams improves relationships among individuals working on a common task. Knowledge is dynamic and can be adapted and evolved through the processes of learning and sharing.

Nonaka and Taekuchi (1995) have argued that effective knowledge management, especially knowledge sharing, can play an important role in improving organisational performance in situations of limited resources. According to Sharples et al., (2002) the situation, of reducing financial resources with increasing demands for better housing provision for the elderly, calls for effective management, effective decision making, effective knowledge communication among key players, effective sharing of best practice and efficient utilisation of resources. The existing literature on knowledge sharing has shown that some researchers have focused their research on investigating how and what motivates knowledge sharing behaviour among teams (Wasko and Faraj, 2005; Chiu et al., 2006; Hsu et al., 2007). Knowledge sharing behaviour has been examined from various standpoints, ranging from technology to personally related viewpoints (Ardichvili, 2006). Thus, Floating support workers (FSW) employs intuition and tacit knowledge in order to provide floating support services (FSS) to the elderly living in sheltered housing. The use of intuition and tacit knowledge can include anticipating that a client needs to be referred for treatment for incontinence, the need to arrange for the client to visit a day centre or understanding when a client might need the services of a doctor. Burnard (1989) has defined intuition as a heightened sensitivity or 'sixth sense', drawing on experience and knowledge to make careful decisions. FSW uses knowledge expertise to identify clients' needs, engaging in the delivery of holistic care to the service users, in the context of this research, the elderly living in sheltered housing. Whilst tacit knowledge is developed through expertise and experience achieved through the delivery of services; Gunilla et al., (2002) propose that tacit knowledge should be encouraged and incorporated into the delivery of the floating support service. It should be noted that intuition and tacit knowledge can shape the development of personal knowledge; which in turn may, eventually, form part of the knowledge that informs professional practice.

It should be acknowledged that in making decisions to deliver a holistic service, FSWs may draw on a range of sources of knowledge. None exists exclusively

and FSWs may use personal knowledge and experience when making judgements and decisions about clients' needs. Once knowledge workers engage in knowledge sharing and developing, Orzano et al., (2008) identifies two strategies, decision making or sense making and organisational learning. Decision making is similar to problem solving or, more specifically, the caring process. As individual floating support worker visits clients, it is through the data collection process and knowledge sharing that conclusions regarding clients' needs occur. In the same way the outcomes of knowledge sharing provide the basis for organisational decision making regarding a particular client's needs. Some researchers (Bevan and Rugg, 2006; Cameron, 2010) have argued that the sustainability of the provision of floating support services to the elderly living in sheltered housing depends largely on the willingness of team members to continuously share their knowledge and expertise. Hence, by improving knowledge sharing between the providers of floating support services, not only will the service users get holistic services tailored to their needs but also information sharing will improve between teams.

1.3 Statement of Research Problem

Sheltered housing provision in the United Kingdom developed rapidly during the 1960s and 1970s as local authorities shift from providing housing to meet 'general needs' to providing housing for 'special needs'. Consequently, a rapidly growing proportion of the ageing population is seeking housing with specific provision that enables the delivery of support services in their home. The care provided is delivered to residents of sheltered housing via their individual care and support plan. Floating support services provide elderly individuals living in sheltered housing with support that encourages independence. The support offered includes arranging for aids and adaptations to their own home; advice about other housing options; help with accessing welfare benefits, home care and handy person services and links to befriending initiatives and community alarm services. Consequently, in the context of this study, floating support is the provision of essential housing support to vulnerable elderly individuals who live in sheltered housing to enable them to live independently. Hence, floating support

services aim to provide better quality of life for vulnerable people to live more independently and maintain their tenancies. However, Sharples et al., (2002) and DCLG (2008) highlighted that floating support services in sheltered housing are often not coordinated and there are difficulties surrounding information and knowledge sharing between the floating support workers and other agencies such as adult social services. Hence, there is a need to explore and investigate the critical success factors that will aid the successful implementation of knowledge sharing practices between the floating support workers and adult social service workers.

According to Sharples et al., (2002), knowledge sharing between the floating support worker and adult social services worker is not merely a neutral exchange of information but building a common understanding of the norms, expertise and feedback that will improve their working relationship in providing the necessary floating support services. Knowledge sharing does not always happen on a voluntary basis, and the challenge in this environment is to encourage the floating support worker and the adult social service worker to share information willingly by explaining why it is important for them to share knowledge. However, Stoddart (2007) argues that “knowledge sharing can only work if the culture of the organisation promotes it”. Also, there has been no empirical research on the critical success factors that are necessary for knowledge sharing between the agencies involved in providing floating support services to the elderly in sheltered housing. The growing importance of floating support services for the elderly; and the increasing needs and expectations of the elderly for improved housing provision are not matched by empirical research on knowledge sharing for organisational improvements in this area. In addition, no developed guidance documentation exists which is drawn from empirical research study findings on the CSFs of knowledge sharing for improved floating support services in sheltered housing for the elderly. This study proposes to investigate this phenomenon. In doing so, it will add to the body of knowledge in the area of knowledge management in the sheltered housing sector.

1.4 Research Questions

The following research questions will form the focus of this research.

RQ1: To what extent does knowledge sharing facilitate the provision of floating support services to the elderly living in sheltered housing?

RQ2: What factors of knowledge sharing are critical for the successful implementation and provision of floating support services to the elderly living in sheltered housing?

1.5 Research Aim

The overall aim of the research is to develop a framework for improved knowledge sharing practices in the provision of floating support services to the elderly in sheltered housing.

1.6 Research Objectives

The following objectives will be used to achieve the research aim:

1. To critically examine extant literature on the development of sheltered housing in the UK and the future and potential benefits of sheltered housing.
2. To investigate and document extant literature on knowledge sharing theories, practices and techniques generally, and with the potential application in the area of sheltered housing.
3. To identify the role of knowledge sharing on effective provision of floating support services in sheltered housing for the elderly.
4. To explore the benefits of knowledge sharing, especially as to how they can improve the efficiency of the provision of floating support services.

5. To explore the challenges associated with effective knowledge sharing in providing FSS in the context of sheltered housing.
6. To identify the CSFs of knowledge sharing that promotes successful provision of FSS
7. To develop a framework that will serve as guideline for sheltered housing practitioners for improved knowledge sharing practices in the provision of FSS.

1.7 Research Methodology

This research is largely exploratory in nature and has used a combination of qualitative and quantitative research strategies to achieve the aim and objectives of the research. For the purpose of meeting the aim and objectives of this research, the study employed a thorough and comprehensive review of literature and a combination of semi-structure interviews (30) and postal questionnaires (99) was used to collect both in-depth, contextually rich and generally applicable qualitative data collected from housing providers actively providing floating support services in United Kingdom. Table 1.1 provides an overview of the specific methods used for data collection in relation to the research objectives. A content analysis method was used to analyse the semi-structured interviews using the Nvivo 10.0 software package. The qualitative data collected was complemented by ninety nine (99) useable postal questionnaires completed by organisations actively providing floating support service across Greater Manchester. The questionnaire was intended to gather generalisable data that could be replicated to a larger sample size. The postal questionnaire was analysed statistically using the Statistical Package for Social Sciences (SPSS - Version 16) to ensure rigor in the results.

Table 1.1 Summary of research objectives and related methods of data collection

Research objectives	Method of data collection
1. To critically examine extant literature on the development of sheltered housing in the UK and the future and potential benefits of sheltered housing.	<ul style="list-style-type: none"> • Literature Review • Semi-structured interviews with FSW and ASSW • Researcher administered postal questionnaire
2. To investigate and document extant literature on knowledge sharing theories, practices and techniques generally, and with the potential application in the area of sheltered housing.	<ul style="list-style-type: none"> • Literature Review
3. To identify the role of knowledge sharing on effective provision of floating support services in sheltered housing for the elderly.	<ul style="list-style-type: none"> • Literature Review • Semi-structured interviews with FSWs and ASSWs • Researcher administered postal questionnaire
4. To explore the benefits of knowledge sharing, especially as to how they can improve the efficiency of the provision of floating support services.	<ul style="list-style-type: none"> • Literature Review • Semi-structured interviews with FSWs and ASSWs • Researcher administered postal questionnaire
5. To explore the challenges associated with effective knowledge sharing in providing FSS in the context of sheltered housing.	<ul style="list-style-type: none"> • Literature Review • Semi-structured interviews with FSWs and ASSWs • Researcher administered postal questionnaire
6. To identify the CSFs knowledge sharing factors that promotes successful provision of FSS	<ul style="list-style-type: none"> • Literature Review • Semi-structured interviews with FSWs and ASSWs • Researcher administered postal questionnaire
7. To develop a framework that will serve as guideline for sheltered housing practitioners for improved knowledge sharing practices in the provision of FSS.	<ul style="list-style-type: none"> • Semi-structured interviews with FSWs and ASSWs • Researcher administered postal questionnaire

1.8 Structure of the thesis

This thesis will be divided into eleven chapters, as follows:-

Chapter 1: Introduction: Chapter one presents the background and motivation for conducting the research. It continues by highlighting the research problems, aim, objectives and research questions. Following on from this, the research methodology are presented together with the structure of the thesis and summary of chapter

Chapter 2: A Review of Literature on Sheltered Housing and Floating Support Services: Chapter two introduces the concept of sheltered housing, and the development of sheltered housing. This is followed by the current demographic of the elderly population in the UK. It discusses the concept of floating support services and the benefits of floating support services. It also discusses the role of KS in the provision of FSW, and concludes with the potential benefits of KS to the provision of FSW.

Chapter 3: Knowledge Management and Knowledge Sharing: Chapter three focuses on the notion of knowledge and knowledge management. It is followed by examining the concept of knowledge management processes and knowledge sharing; and addressing both tacit and explicit knowledge sharing. This chapter concludes by identifying different critical success factors of knowledge sharing.

Chapter 4: Research Methodology and Design: Chapter four provides a detailed account of the design and methodological approaches utilised in the research. It outlines the underpinning research methodology adopted for this research. The research design and strategy are also highlighted as well as the justification for choosing a case study strategy. It also explains the ethical considerations and finally the issues concerning reliability and validity are presented.

Chapter 5: The Role of Knowledge Sharing in the Effectiveness of Floating Support Services : The data analysis section begins in chapter five. The role of KS in the participating organisations will be examined and documented here. The analysis includes many aspects of the effectiveness of knowledge sharing to the provision of floating support services.

Chapter 6: The Benefits of Knowledge Sharing and how it Improves Floating Support Services: Continuing the data analysis section, chapter six will examine the benefits of knowledge sharing and how these have improved the floating support services in the participating organisations.

Chapter 7: Challenges Associated with Effective Knowledge Sharing in Providing Floating Support Services This chapter is also part of the data analysis section and will examine the challenges associated with KS in the provision of FSS that exist in the participating organisations. The issue of data protection, as a challenge, will be explored taking into account the attitudes to confidentiality issues.

Chapter 8: Critical Success Factors of Knowledge Sharing for the Provision of Floating Support Services: Chapter eight is the final data analysis chapter and presents the data analysis of the CSFs of knowledge sharing that are critical to the effective provision of floating support services as identified by the participating organisations.

Chapter 9: Discussions and Findings: Chapter nine readdressed the research questions and presents the overall findings from the data analysis based on the research questions.

Chapter 10: Development of the Framework: Chapter ten presents the framework based on the results of the finding from the data analysis.

Chapter 11: Conclusions and Recommendations: In the final chapter, a summary of the findings will be presented and recommendations will be made for housing associations, and their agents, providing floating support services on the factors that can aid the successful implementation of FSS for the elderly in sheltered housing.

1.9 Summary of Chapter

This chapter has outlined the basis for the development of the thesis. It sets out the background and motivation for the research, research statement of the problem, the research questions and the research aim and objectives. It also highlighted the scope of the research, the research methodology, and finally the structure of the thesis. The rationale for the research is to identify the CSFs of knowledge sharing that help improve the provision of floating support services to the elderly in sheltered housing.

It is observed that the challenges of knowledge sharing between FSW and ASSW provides inadequate provision of FSS, which in turn means that service users are not getting a holistic service. The aim is to develop an operational framework of recommendations, which explores the expertise of FSW and ASSW. The next chapter will review and examine the development of sheltered housing and floating support services which provides the theoretical background for this research.

CHAPTER TWO

A REVIEW OF LITERATURE ON SHELTERED HOUSING AND FLOATING SUPPORT SERVICES

2.1 Introduction

The general background for this thesis was introduced in the previous chapter, the motivation for the research was justified and the research aim and objectives were highlighted. This chapter begins by highlighting the demographic context of the aging UK population. It discusses the theoretical development of sheltered housing in the UK and the concept of sheltered housing. It explores the current sheltered housing options for the elderly and sheltered housing providers in the UK. The concept of floating support services are discussed as well as the challenges to the provision of floating support services.

2.2 Demographic Context: The Aging Population in the UK

A report by the Office for National Statistics (ONS, 2010) indicates that the ageing population in the UK is increasing and this rise is projected to continue over the next decades. The fastest population increase has been in those aged 85 and over. In 1985, it was reported that there were around 690,000 people in the UK aged 85 and over. Since then the number has more than doubled reaching 1.4 million in 2010. Over the past 25 years, the percentage of the population aged 65 and over increased from 15 percent in 1985 to 17 percent in 2010, an increase of 1.7 million people, as illustrated in Figure 2.1. This trend is projected to continue, and by 2035, 23 percent of the UK population is projected to be aged 65 and over (ONS, 2011). By 2035 the number of people aged 85 and over is projected to be 3.5 times higher than in 2010, reaching 3.6 million and accounting for 5 percent of the total population.

As a result of these increases in the number of elderly people, the ageing population creates one of the greatest challenges to housing provision. A report by DCLG (2008) states that life expectancy for the elderly is increasing as more people are living with disabilities or life limiting conditions for longer. The aging population, combined with the need to control the national budget deficit, places high demands on meeting the needs of the elderly in the most efficient way. One of these needs is housing.

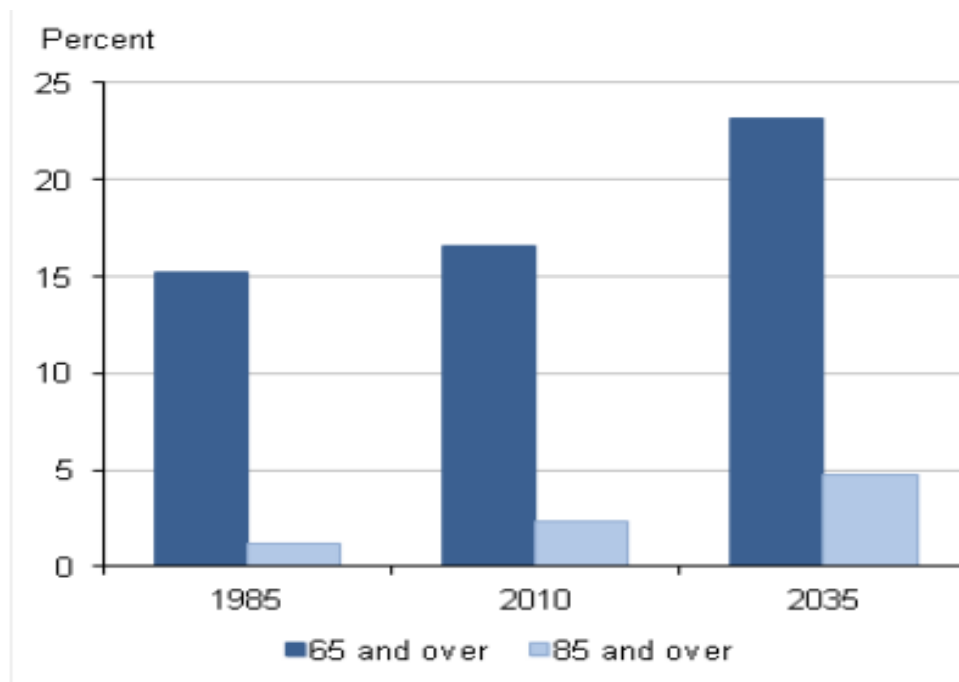


Figure 2 1: UK Mid Year Aging Population Estimate

Source: (Office for National Statistics, 2011)

Elderly people with special needs are often excluded from the mainstream housing market by virtue of their specific housing requirements. Each of these groups can expect their needs to be met by special and purpose-designed housing. Housing for elderly people who cannot occupy mainstream housing is, therefore, treated as a 'special needs' category within the One (1) two (2), two and half (2.5) and three (3) classification for local housing authority. As a result of people living longer, over half a million elderly people in the UK currently live in some sort of specialist accommodation. In the CLG (2008) report, the UK government defined its objectives for the accommodation of elderly people as

offering elderly people diversity and choice in housing, sustained quality of life, a sense of well being, independence and social inclusion.

2.3 Housing Options For Elderly People

Housing is an important element in the lives of elderly people in the UK. There is evidence in literature (Croucher et al., 2006; Tinker et al., 2007; Howe et al., 2012) that the physical, mental and social wellbeing of elderly people can be improved by providing access to suitable housing. The UK government maintains that “a third of older people live in unsuitable housing, with the worst conditions existing in the private rented sector. Thermal comfort is a major problem: in the winter of 2005/06 there were 20,200 additional deaths among those aged 75 and over compared to levels in the non-winter period” (DCLG, 2007). In the UK, approximately 90 per cent of elderly people of 65 years of age live in mainstream housing. The remaining 10 per cent live in specialist housing where a lease or tenancy restricts occupation to people aged 60 years and over and this group amounts to 350,000, of whom approximately 35,000 live in local authority residential homes, 163,000 in independent residential homes, and 150,400 in nursing homes (Care and Repair England., 2007; Pannell et al., 2012). There is a view that housing with support features and access to local amenities such as shopping, transportation, hospitals and doctors and recreational centres can enhance quality of life for the elderly. Tinker (1997) points out that as people grow older they often do not want to lose their independence and want to live in their own home for as long as possible. However, often they are unable to remain in their own home because they are unable to maintain their home, due to the demise of their partner or being too frail to live alone without supportive care and at this point in their lives have to make the decision to move into a specialist home. Consequently, a range of specially designed housing for elderly people to support their frailty and enhance their quality of life and well being are provided by local authorities, housing associations and the private sector. Table 2.1 provides an outline of the three main categories of housing options available to elderly people in the UK.

**Table 2 1: Three Main Housing Options available to Elderly people
in the UK**

Housing Type	Definition	Service
Sheltered Housing	Congregate living arrangements for older person able to live independently focused on provision of a secure supportive, community environment and/or leisure and social activities	Active adult community
Extra care Sheltered housing and residential care home	Living arrangements for older people where at least two, and usually no more than fifteen, related persons live together in a dwelling unit with a mix of shared and private facilities with the aim of providing a supportive and caring environment.	Group or shared housing
Nursing home and care home	Arrangements in which an organisation provides a range of home care services to a designated group of older persons living in their own homes in close proximity to one another	Naturally occurring care home

Source: (Jones et al., 2008)

(a) Sheltered Housing

Sheltered housing is the most common form of specialised housing for elderly people living in the UK. It is one of the earliest, largest and most developed ‘special needs’ housing sectors in the UK, originating from mediaeval almshouses, workhouses and the Poor Law Commission. This category of housing consists of a group of self contained flats or bungalows with facilities tailored to suit elderly people who want to live independently in an environment

that is secure. However, there is some housing within this category that only has a 24 hour, centrally controlled alarm system, no on-site wardens and, crucially, provides no communal facilities. According to (Jones et al., 2008) sheltered housing provides independent self-contained housing for elderly people that may be in the form of small cottages, units, or luxury apartment dwellings. Elderly people choosing to move into this form of dwelling rent them from housing associations, local governments or councils. A monthly service charge covers the cost of maintenance, staff and other services.

(b) Residential Home or Extra Care Sheltered Housing

These categories of housing have all the features of sheltered housing, but they include a wide range of adaptations and other features designed for use by physically and mentally frail elderly people and in which a greater range of care services are provided on site. It is a housing option that provides professionally managed support services in a group setting that is residential in nature. It also offers extra support to residents, including the provision of meals, care assistants, additional warden cover and special assisted bathing facilities, as well as a 24 hour alarm system linked to a control centre. According to (Tinker, 1997; Jones et al., 2008) extra care housing includes a higher level of care component than sheltered housing, such as services that are provided on site, on-call staff members, provision of all meals and assistance with personal care and everyday living tasks. Similarly, Oldman (2000) distinguishes extra sheltered housing from traditional sheltered housing by highlighting three key points; the prospect of a barrier-free environment, the provision of meals, and the provision of additional services. In describing extra care sheltered housing, Baker (2002) is more specific, noting not just care services, but also support with domestic tasks and opportunities for social interaction both within and outside the scheme. The main aim of this housing option is to maximise the physical and psychological independence of residents.

(c) Nursing Home and Nursing Care home

The third category is nursing homes and care homes. Nursing homes offer 24 hour nursing care provided by qualified nurses to elderly people who are very frail, bedridden or have a medical condition. A nursing care home is similar to extra-care sheltered housing and residential homes but also offers accommodation, meals and personal care. The difference between nursing care homes, extra-care sheltered housing and residential homes is that a nursing care home offers 24 hour care carried out by qualified nurses to elderly people who, due to illness, require regular attention from nursing professionals.

Apart from these three main housing options, there are also other types of specialised housing provided for elderly people in the UK which includes: Abbeyfield supportive houses; intermediate care homes; shared homes or group homes; granny annexes; hostels and wheelchair housing (Howe et al., 2012). Housing options for the elderly have gained importance over recent years and a great deal of research has been carried out to identify needs and provide better housing (Gilleard et al., 2007; Torrington et al., 2004; Wahl et al., 2009). Providing housing which offers wider choices to meet the diverse needs of elderly people has become a priority for housing providers; and elderly people increasingly seek housing which offers extensive support. Support has become progressively more important to elderly people. The house where an elderly person lives and where they spend most of their time contributes significantly to their well-being. Hence, the range of supportive care is based on the premise that housing options can be distinguished by the types and level of services offered and the capabilities of the elderly individual. In order to access housing appropriate to their individual needs, elderly people are categorised as independent, semi-dependent and dependent (Gilleard et al., 2007).

Semi-dependent elderly people often require some form of support and assistance for daily living such as cleaning, cooking and shopping. In addition to needing assistance with some daily living, dependent elderly people may regularly need support with more basic activities such as toileting, eating and

bathing. While semi-dependent and dependent elderly persons can be found throughout the housing options, independent elderly people are very unlikely to reside in housing types such as extra-care housing, residential or care homes or nursing homes specifically designed and equipped to meet the needs of frail elderly people. There is evidence to suggest that better housing can enhance the performance of daily activities, improve safety, restore dignity and ultimately improve the quality of life of elderly people (Johansson et al., 2009; Gilleard et al., 2007). Housing plays a vital role in the lives of elderly people, but in the previous decade housing for the elderly was only regarded as shelter. Over time, it became obvious that frail, elderly persons who need special services and physically supportive features have had to move to housing such as care homes or nursing homes to receive appropriate support. Therefore, the most noticeable growth in the field of housing for frail, elderly people has been the development of private sector sheltered housing which is viewed by many elderly people as an alternative to residential or nursing homes. However, the emergence of sheltered housing along, with a variety of other forms of housing, offers assurance to elderly persons that a large range of choices, in terms of living arrangements, are available.

The assumption in the literature related to housing options for the elderly is that as people become older and frailer they choose housing options that meet their specific needs. As noted in literature (Johansson et al., 2009; Kendig and Pynoos, 1996) a range of housing options including sheltered housing, extra care sheltered housing, apartments, congregate living, assisted living, and board and care homes are available to elderly people to meet their varying needs. The nursing home is the end point of the housing options and they differ in terms of their availability, affordability, and ability to meet the needs of very frail elderly people. Having identified the different housing options and categories available to the elderly population of the UK, this research concentrates on sheltered housing options for the elderly.

2.4 Concept of Sheltered Housing

The difficulties associated with literature on housing that includes care for elderly people, is the use of a wide variety of terms to describe and categorise different schemes. A range of terms and phrases, such as integrated care, extra care, close care, flexi-care, assisted living, retirement village, retirement community, very sheltered housing, enhanced sheltered housing, supported housing, and continuing care retirement community, are used to refer to grouped housing schemes for elderly people in the UK (Croucher et al., 2006; Howe et al., 2012). In the context of this study, the term 'sheltered housing' is used throughout this research to cover the wide variety of social rented retirement housing for the elderly. The Ministry of Housing and Local Government Circular (1969) defines sheltered housing as a "housing standards and costs: accommodation specially designed for elderly people". It is aimed at elderly people of pensionable age or those with a disability who want to live independently with the assurance of privacy, security and support. A review of literature (Croucher et al., 2006; Tinker et al., 2007; Johnson et al., 2010) reveals sheltered housing as purpose built accommodation for elderly people who want to live independently in an environment that is secure and safe, with added support when needed. Sheltered housing usually offers communal areas and facilities such as a laundry, lounge for a variety of social activities, guest rooms where friends or relatives can stay, security features, scheme manager and 24-hour emergency cover connected to a central control centre. Sheltered housing was perceived to offer access to emergency help, friendship and acquaintance, and an environment where elderly people could maintain an active independent life. Sheltered housing is available in three categories: Category one comprises self-contained dwellings (flats or bungalows) for more active elderly people and is without a warden or scheme manager. Category two is a group of flats or bungalows designed for less active elderly people, with communal facilities, warden support and a 24hr centrally controlled alarm system. Finally, category two and half also known as extra sheltered housing is designed for the frail elderly people who need more continuous personal care. They have communal facilities, on-site

wardens, 24hr care and centrally controlled alarm systems (Hanson, 2001; Tinker, 1997; Peace and Holland, 2001; Appleton and Porteus, 2003). Drawing from various definitions by different authors (Riseborough and Fletcher 2003; King, 2004; Bernard et al., 2007), sheltered housing usually consist of between 20 and 40 flats which may be bedsits, self-contained flats, bungalows or luxury apartments. Individuals living in sheltered housing are offered various support service provisions as highlighted by (Riseborough and Fletcher, 2003; Hanson et al., 2007; Cameron 2010). These definitions draw attention to the most important features of sheltered housing: to provide security, 24hr emergency cover, self-contained accommodation, communal facilities and is supported by scheme manager otherwise formerly known as a warden. However in recent times, there is now a wide variety within the model in design, size, accommodation types, choice of facilities and level of support offered (Dickinson and Whitting, 2002).

2.5 The Historical Development of Sheltered Housing

The UK government acknowledged the need for special housing for the elderly in 1909 following the “Royal Commission on the Poor Law” (Butler et al., 1983). The term “sheltered housing” is linked to an account in 1944 where it was suggested that appropriate dwellings for elderly people should be sited within easy reach of churches and shops (Ministry of Health, 1944). The development of sheltered housing in the United Kingdom is linked to the Almshouses of the Middle Ages in the form of individual apartments with very small rooms, provision of cooking and washing facilities and the presence of a warden (Butler et al., 1983; Torrington, 2002). During the 1950s and 1960s, the earliest models of sheltered housing were developed with the aim of providing an appropriate dwelling for elderly people following post-war reconstruction when emphasis was placed on family housing (Greve et al., 1981; Butler et al., 1983). Sheltered housing has been available in the UK for well over 50 years. The provision of sheltered housing for the elderly was further acknowledge as a result of Townsend’s publication of “The Last Refuge (1962)”, with its derogatory living standards in homes for elderly people. He wanted an alternative to residential care which often demeaned and

where, sometimes, physical and mental abuse were meted out to elderly people who lived in residential accommodation (Butler et al., 1979). Townsend view sheltered housing a place where elderly people can live independently and receive some support if needed. In some sense, sheltered housing was being advocated because it was an alternative to the inadequacy and inhumanity of residential care homes (Nocon and Pleace, 1999). It was viewed as a less expensive option for many elderly people who do not require the level of support and care provided in nursing homes and residential care (Heywood et al., 2002).

In the 1970s, sheltered housing became more popular as a result of residential care being undesirable and expensive and; moreover a good number of elderly people who uses it, do not actually require it, as they do not want to move into a home (Neill and Plank, 1977). During the same period, the government encouraged the development of sheltered housing and many local authorities and housing associations built several more sheltered housing. The policy at that period was based on a perceived continuum of care, whereby elderly people can live in their own home and receive little support if needed; move into sheltered housing if they were frail or vulnerable; and only be admitted to residential care if they needed intensive support. The number of sheltered housing units in the UK increase by 69% from 1979 to 1989 (Peace and Holland, 2001) and it was estimated that over half a million elderly people lived in sheltered housing, which was approximately 5% of the UK's elderly population (Appleton and Porteus, 2003; Heywood et al., 2002). Table 2.2 provides the list of sheltered housing providers in the UK. The majority of sheltered housing is provided by local authorities (56%), non-profit making housing associations (31%) and the private sector providing (13%). These organisations aim to offer housing to elderly people with housing needs, at rents which are affordable (Housing care organisation, 2004; Appleton and Porteus, 2003).

Table 2 2: Sheltered Housing Providers in the UK

Organisation	Provision	Percentage
Local Council Sheltered Housing	This is provided by the local council and it is only available to rent and there is no 'right to buy'.	56%
Housing Association Property	This is a non-profit making organisation which manages and provides homes for individuals who cannot afford to buy a suitable home on the open market. A housing association may be a registered trade, provident society or a charity	31%
Private Sheltered Housing	This is sheltered housing that is available to buy and has been built by private companies or developers who are registered with the National House-Building Council (NHBC). Once all the houses or flats have been sold, the scheme is usually run by a separate management organisation rather than directly by the developer.	13%

Source: (Age Concern, 2005)

Since its origin in the 1950s until the early 1980s, sheltered housing was generally perceived as a moderately inexpensive type of housing choice for elderly people. Consequently, the demand for sheltered housing was high during the 1970s, and awareness focused on ensuring that a diversity of types of sheltered housing was provided to reflect the differing needs of elderly people (Heumann, 1981). Sheltered housing remained popular with elderly people, until the late 1980s and 1990s when academic and policy opinion turned against sheltered housing, and many criticisms were raised in both academic studies and official reports (Heywood et al., 2002). There were concerns that it was both expensive, stigmatising and failed to meet the needs of the elderly as they became more physically frail or developed dementia (Oldman and Quilgars, 1999; Phillips and Williams, 2001; Johnson et al., 2010). The high demand for sheltered housing experienced during the 1970s and 1980s decreased in the 1990s and there was a dramatic fall in the number of sheltered housing dwellings constructed during the 1990s (Heywood et al., 2002; Appleton and Porteus, 2003). Also, sheltered housing stock in the UK is fairly dated, has inadequate

space standards and designs that do not easily accommodate people with physical disabilities, and unattractive small bedsits with shared facilities (Croucher et al., 2006). Furthermore, the lack of lifts, accommodation that is in an inconvenient and undesirable location; far from other accessible services (shops and transports), has made some sheltered housing less appealing to prospective residents who are considering sheltered housing at a later life-stage when compared to earlier in the decades (Appleton and Porteus, 2003). However, in spite of these inadequacies and criticisms, sheltered housing remains a desirable housing choice for some elderly people. The main attraction of sheltered housing for many elderly people appears to be the supportive environment, monitoring and service coordination provided by wardens and floating support workers, the provision of repairs and maintenance services, a sense of security and reduction in social isolation (Nocon and Pleace, 1999; Jones et al., 2010). In spite of these benefits some authors have proposed that there is need for attention to be given to the purpose and specific role of a sheltered housing, as there are varieties of scheme offering different support and services. Whilst sheltered housing may appeal to elderly people looking for some form of companionship and minimum support; others may need the warden and floating support services for personal support, regular contact and the coordination of services. For both groups, sheltered housing schemes can represent a positive housing choice in later life (Nocon and Pleace, 1999; Heywood et al., 2002). Sheltered housing continues to play an important part in housing provision and is the most common form of specialised housing for elderly people. Although many sheltered housing providers are reviewing their stock, sheltered housing is seen as promoting independence, offers full accessibility and, as far as possible, provides a home for life for residents. There continues to be mixed messages regarding its suitability and popularity; however, there is no doubt that this form of housing plays a crucial role in providing support for elderly people.

2.6 Reasons for moving into Sheltered Housing

Several studies (Fletcher et al., 1999; Tanner, 2001; Clough et al., 2003) have indicated that elderly people are happier remaining in their own homes and wish to maintain independence for as long as possible. However, as they become frailer, many choose to move into sheltered housing. Sheltered housing appears to be the answer to the problems of elderly people who are no longer able or willing, to live in their own homes. This type of housing is designed to improve the lives of elderly people by including features such as lowered work-tops, walk-in showers and raised electric sockets. They all accommodate wheelchair users and are linked to 24 hour emergency alarm services (Tinker, 1997). It has been acknowledged in the literature that most sheltered housing is secure, has a 24 hour call system for emergencies and is maintained by a housing association or local authority (Torrington, 2002). However, Weal and Weal (1988) argued that “successful sheltered housing enhances the quality of life for the resident and provides an unobtrusive aid to independent living and it is not an alternative form of housing”. Even so, there has been criticism that sheltered housing is not meeting the needs of elderly people and is isolated from the wider community (Heywood et al., 2002). Additionally, Tinker (1997) pointed out that there is also a lack of knowledge about the role and limitations of sheltered housing on the part of elderly people and their carers. Subsequent research revealed that elderly people moving into sheltered housing are more interested by its housing characteristics, such as security, accessibility, a well maintained building and garden and access to an alarm system (Heywood et al., 2002). There are various reasons, as shown in Table 2.3, why elderly people move into sheltered housing which also includes feelings of insecurity, loneliness and the high cost of home maintenance.

Table 2 3: Reason for Moving into Sheltered Housing

Key attribute	Dimensions
Independence	Living separate from family, having control over daily routines
Privacy and autonomy	Access to and control over private space, freedom from restrictions on lifestyle
Affordability	Concerns about current costs and controlling future costs (e.g. maintenance)
Security of tenure	Staying in a familiar environment. Lack of mobility and low-income can make it difficult to retain old ties if relocated
Safety	Personal safety within the housing unit (e.g. on call emergency buttons, lockable doors, a village configuration) and feeling safe within the neighbourhood
Adaptability for future care	Appropriate physical environments to compensate for sensory and mobility changes, limited housework, maintenance and gardening
Location	Familiarity and convenience access to services (health, medical, post offices, recreation, retail, transport), proximity to families or other social cultural ties, integration with locality
Suitability	Includes life course stage, social and cultural factors abilities and disabilities, preferred lifestyle
Companionship and avoiding isolation	Sociability and companionship-linked with gender and bereavement, social and recreational opportunities, a sense of community and social participation
Size	Small scale, home like environments are consistently valued
Amenity and space	Good design that meets physical, emotional and social needs and provides for both privacy and social contact. Space for possessions, hobbies and visitors. Personalised spaces-territory

Source: (Jones et al., 2010)

Another important reason elderly people choose sheltered housing schemes is because they do not wish to lose their independence, (Stokes, 1992) but at the same time they want the reassurance of knowing that assistance is on hand if there is an emergency. A report by CLG (2010) provides further reasons for moving into sheltered housing as shown in Figure 2.2.

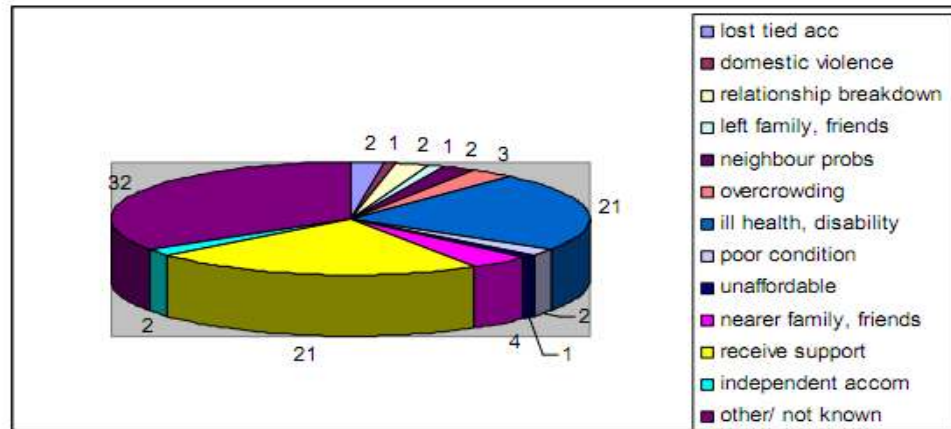


Figure 2 2: Reasons for moving into Sheltered Housing

Source: (Communities Local Government 2010)

For some, it offers a sense of security and the reassurance of the presence of a warden or scheme manager, while other people move into sheltered housing because of failing health or difficulty maintaining a large home particularly after a partner's death. For others, moving into sheltered housing reduces the worries of personal safety, loneliness, property maintenance and other practical issues. Nocon and Pleave (1999) suggest that some elderly people live in isolated areas or in areas with high levels of crime, which leads to anxiety about how to obtain help if needed. In consequence, moving into sheltered housing relieves the fears of relatives who were worried about an elderly person living alone. One of the benefits of living in sheltered housing is often the sense of security which an on-site scheme manager can give. It is without doubt that sheltered housing has a contribution to make within the housing market available to elderly people, not surprising since it is seen as the most common form of specialised housing for

the elderly in the UK. Furthermore, local authorities and housing associations are now experimenting by attempting to deliver suitable housing environments within the realm of sheltered housing (Butler et al., 1983).

2.7 Sheltered Housing: The UK Policy Context

The UK government is committed to meeting the needs of the elderly people in the UK and has introduced policies which emphasis the need to provide quality services and to include elderly people in the decision making process. For example, the Inter-Ministerial Coordinating Group for Elderly People was set up in 1998 to develop an interdepartmental response to the needs of the ageing population across the UK. Following this, the Better Government for Elderly People (BGOP) was set up in 2001. In 2008, the government published a national housing strategy giving elderly people greater choice and addressing the challenges of an ageing population. At the heart of the strategy are proposals to future proof new housing provision, a focus on age friendly neighbourhoods together with increased support for elderly people. The purpose of these policies is to help individuals living in sheltered housing to remain independent, and to have more control over how care is delivered to them. Many housing authorities and local authorities with social services responsibilities, and their housing partners, are actively seeking to enhance the housing with care supply in their region and to make better use of supported accommodation in the social and private housing sectors

A report by HAPPI (2009) points out that the UK government's policy on sheltered housing has focused on five key areas for developing housing services for elderly people which can be summarised as; diversity and choice, ensuring the provision of services which promote independence and are responsive to all elderly peoples' needs and preferences. Information and advice; ensuring that information and advice are accessible to both professionals and elderly people themselves on the variety of housing and support options and solutions available. Flexible housing provision; assisting local authorities and service providers to review housing and service models to improve flexibility and to meet changing

needs, taking into account the views of elderly people. Quality; emphasising the importance of the quality of housing and support services, both in terms of ensuring homes are warm, safe and secure and in monitoring the services provided. And finally, joint working provides a unique opportunity for close working between agencies to ensure that there is greater co-ordination in providing more integrated services for vulnerable elderly people. The UK government has made a commitment to making all social housing decent and increasing to 70% the proportion of vulnerable people in decent private housing by 2013.

2.8 Sheltered Housing: An International Comparison

In the past few decades, there has been an increase in the number of elderly people (65 years and above) across the globe. The United Nation's Report (2010) estimated that 8 percent of the world's population, which is about 524 million people, is aged 65 or over. The figure is projected to triple to about 1.5 billion by 2050. The number of elderly people in less developed countries is estimated to rise by 250 percent, between 2010 and 2050, compared with a 71 percent increase in developed countries. Developed countries have the highest number of elderly people compared to the less developed countries. Most developed countries in the world have had decades to adjust to the changing composition of elderly people. According to Kinsella (2009) the world population aged 65 or older increased from 7 percent to 14 percent as show in Figure 2.3. The figures suggest that the demographic responsible for a century of expansion in France's aging population will happen in just two decades in Brazil.

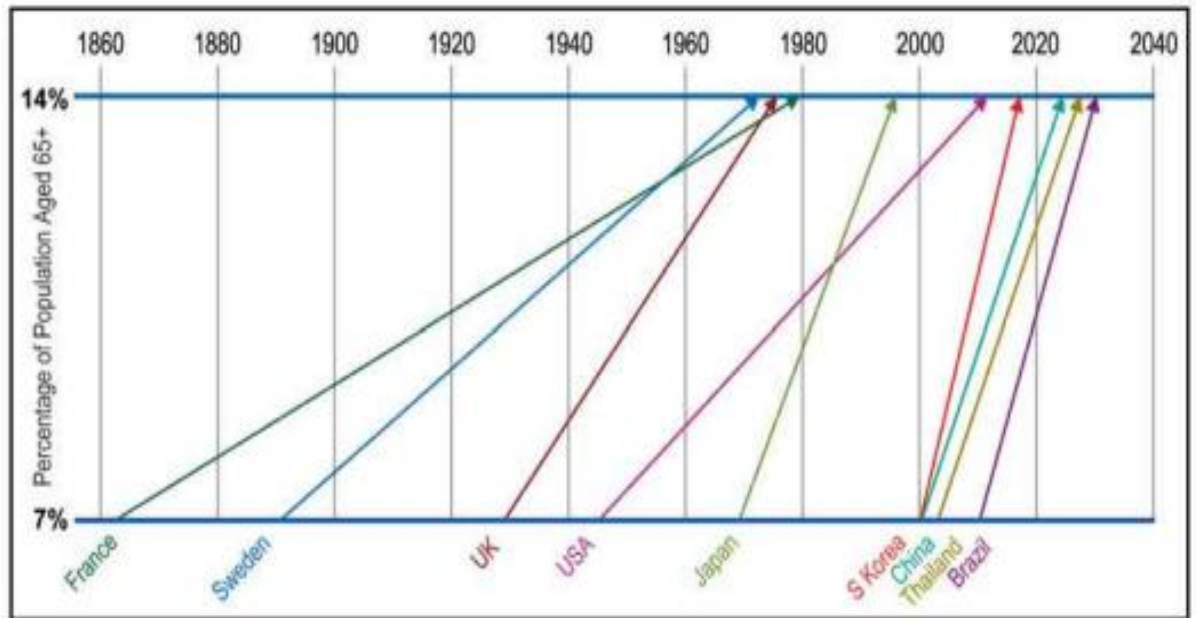


Figure 2 3: The Speed of Aging Population

Source: (Kinsella, 2009)

The rising life expectancy in the elderly population is increasing the proportion and number of people in very old age. Elderly people aged 85 and over make up 12 percent of the population in most developed countries and only 6 percent in less developed countries. The United Nations (2010) report, as shown in Figure 2.4, projected that the world's elderly population of people 85 and over is set to increase by 351 percent between 2010 and 2050, compared to 188 percent increase in population aged 65 and over and a 22 percent increase in the population under the age of 65.

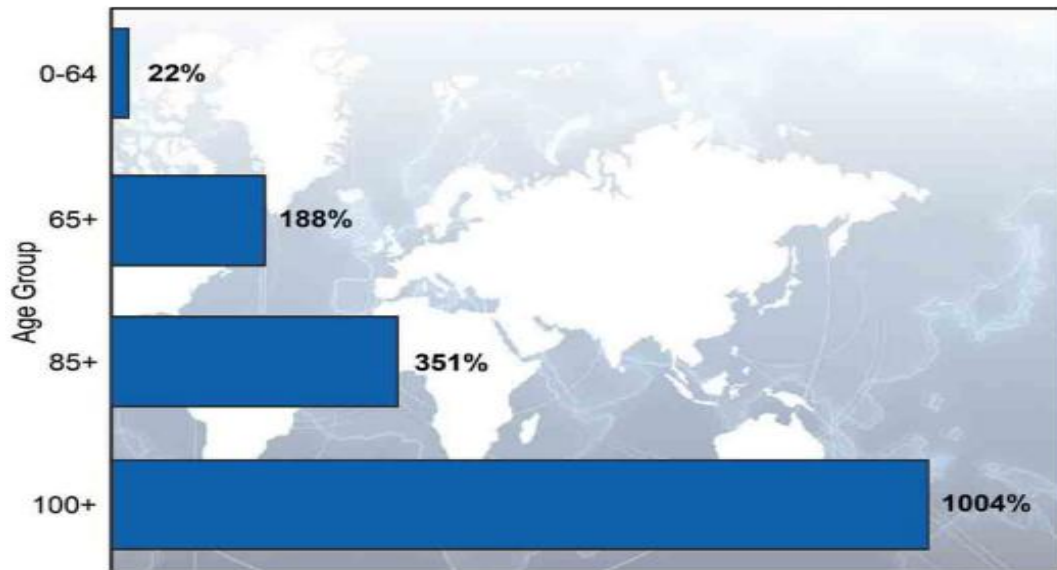


Figure 2 4: 2010-2050: Percentage Change in the World Population by Age

Source: (United Nation: The 2010 Revision)

Ageing is often associated with increasing, multiple complex health problems. Elderly people often experience a combination of multiple, chronic diseases and social and functional impairments which may result in the need for long-term care. As a result of the demographic changes care for elderly people has become a policy priority in the USA, Canada, Japan and many European countries. The problem of ageing populations is a global issue and not just for the developed world. Some Western European countries expanded their community-based support services in order to maintain elderly people in their homes and to respond to their changing functional needs thereby delaying the onset of institutionalisation (United Nations, 2010).

Several comparative studies (Jamieson and Illsley, 1990; De Boer and Roose, 1997; Rostgaard and Fridberg, 1998; Hadjri, 2010; Howe et al 2012) have been completed on the provision of sheltered housing for the care of elderly people in different countries. However, it is useful to look at housing with support in comparable overseas countries such as the US, the UK and other countries. These countries have different types of housing with support, but the variety of

terms used to describe housing with support has made international comparison difficult. Table 2.4 provides an overview of the different terms used to describe housing with support in different countries.

Table 2 4: International Chart of Terms used to describe Sheltered Housing

<i>4a. Independent living complex</i>	
<p>Independent living unit (ILU)/Self care units Retirement village – includes variants such as vertical village and rental retirement villages Manufactured home estate/Residential park Affordable rental villages</p>	<p>Sheltered housing –UK Independent living facility (ILF) Retirement village – UK and US Mobile home park – US</p>
<i>4b. Shared housing</i>	
<p>Abbeyfield Housing Agency assisted shared housing (only one project known to operate in Australia) Boarding house Rooming houses</p>	<p>Abbeyfield Housing – UK Agency-assisted shared housing – UK Co-housing – Europe Board and care home – US Single room occupancy (SRO) hotels – US</p>
<i>5a. Housing with support and care</i>	
<p>The term congregate housing is not widely used in Australia. Hostels provide housing with care other than continuous nursing care in congregate settings and are similar to several forms of congregate housing with care in other countries, but the term 'hostel' is not used outside of Australia to refer to these forms of service integrated housing. Supported residential service (SRS) Victoria, other terms are <i>supported accommodation</i> (Queensland), <i>licensed residential centre</i> (NSW) and <i>supported residential facility</i> (South Australia). Serviced apartment Assisted living facility (ALF) Flexi-apartment</p>	<p>Congregate seniors housing (CSH) – US Supported housing – US Service coordinators – US Service-enriched housing – UK Extra care housing – UK Assisted living – UK Close care – UK Flexi-care – UK Integrated care – UK Supported housing – UK Assisted living facility (ALF) – US Very sheltered housing – UK Service housing – European countries Service flats – Denmark Heavy service housing – Finland Small group housing – Sweden</p>

Source: (Jones et al., 2010; Howe et al., 2012)

The multifaceted nature of sheltered housing provision can be clearly seen by the number of different terms used to describe it. The diversity in terms and meanings relating to housing with services for older people provides a logical analysis, particularly in international comparative research. For the purposes of this research, nine countries (United States of America, Canada, United Kingdom, India, Japan, Israel, Australia, Singapore and China) are compared on general aspects, care provision and quality of care. In addition, government regulation specific to each country is considered to provide information and an understanding of the different sheltered housing provision with care in each country.

In the United States, sheltered housing, also known as assisted living, was developed in the mid-1980s as part of continuing care retirement communities and has grown rapidly, in spite of concerns about quality and affordability. The growth was especially striking during the 1990s and there are now over 775,000 sheltered housing units in over 27,000 facilities (American Seniors Housing Association, 2000). Sheltered housing facilities in the US have become an important support and care component in accommodating the needs of elderly people. Facilities vary in size and can range from small residential houses for single residents to very large facilities providing services to hundreds of residents. According to Ball et al., (2000), the US government is promoting expansion of elderly care provision by maximising residents' independence and providing services to accommodate residents' changing needs. Elderly people living in sheltered housing have their own private apartment with no medical monitoring equipment. However, there is trained staff on-site 24 hour a day to provide other necessary services which include medication management, bathing assistance, dressing, escorting to meals and activities and toileting. There are also common areas for socialising as well as a central kitchen and dining room for preparing and eating meals.

In Canada, 'sheltered housing' for elderly people was developed in the mid-1990s to provide shelter and care facilities that resemble the U.S. model of sheltered housing. The sheltered housing programme in Canada is a residency-based

programme that provides funding to assist in non-medical, social support services to elderly people with chronic illness and physical disabilities so that they can maintain functional independence and achieve greater self-reliance. Sheltered housing units in Canada differ in many ways from the U.S model. Unlike the US model, the units are standalone, but linked to a nursing home (Redfoot, 1993). There are no dedicated on-site staff to assist residents with their personal needs, but rather care services are subcontracted and outsourced to local homes and community care providers to meet residents' needs (Pynoos and Golant, 1996). The expected outcome for the sheltered housing provision in Canada is that individuals will maintain their independence for as long as possible while maximising the quality of their daily experience in the community.

In the UK, sheltered housing was developed in the early 1950s and it includes flats or bungalows specifically designed to provide independent living units for elderly individuals needing support. Sheltered housing typically offers facilities such as communal lounges, laundry facilities, disabled access showers, lifts, door entry systems, guest rooms and 24-hour emergency cover connected to a central control centre (Tinker et al., 2007). Other countries that have developed sheltered housing based on the UK model include India, Japan, Israel, Australia, Singapore, and China. In India, sheltered housing consists of multiple dormitories. The Sada Sukhi Ashram, for instance, consists of ten rural hut blocks, each with a dormitory where residents sleep in cots (Rosenfeld and Chapman, 2008). Japan operates a 'silver housing projects' which offers specially designed housing, social support and life support advisors (Kose, 1997). Whereas in Israel sheltered housing is accessible on a limited scale, supplied mainly by state and non-government organisations, with some contribution from the private sector. According to Katan and Werczberger (1997) residents have self-contained dwellings, with communal facilities, such as laundry and lounge for social activities, as well as a warden ('housemother'), limited health services and home help. Similarly, in Australia, sheltered housing is a range of purpose-built accommodation that people can either rent or buy with social services provided. Although, its efforts towards meeting the housing and support needs of elderly

Australians has received little policy recognition (Jones et al., 2008). Similarly, Singapore has a collection of 'sheltered homes' located within apartment buildings which combine self-contained units and collective facilities (Harrison, 1997). However, the idea of "sheltered housing" is still new in China as residents are open to a variety of arrangements including dormitory-style housing (Lai, 2004). Although western awareness has influenced the design of bedrooms, toilets and showers as sheltered housing reaches non-western cultures. But Chinese communities have different ideas about privacy.

As shown in the international comparison of sheltered housing, the integration of elderly people's services is arguably a challenge to all countries with an ageing population. In the US, housing with support, consist of supportive housing, congregate housing, service-enriched housing, retirement communities, group housing, assisted living facilities and continuing care retirement communities which are available for the elderly looking for housing with support and care. However, In the UK, housing with support has traditionally been known as sheltered housing, very sheltered housing and extra-care housing. In recent past, other models such as retirement communities and all age communities have been developed. In other countries, housing with support was provided which includes, apartments for life, extra-care housing, small group housing, co-housing, and collective home care (Howe et al., 2012; Jones et al., 2008). In addition to taking various forms, housing with care can also include the provision of many different types and combinations of care and support services. These are services usually offered to residents in supported housing to help improve their wellbeing both physically and socially. They can include, on-site management, social and recreational activities, barrier-free environments, limited supervision including personal alert/emergency call systems, general property maintenance and social support (Howe et al., 2012). The international comparison also shows sheltered housing across these countries offering support and lifestyle recreation. One fundamental point is that in the US, Canada, UK and Australia, sheltered housing appears to be a key service sector for the elderly, together with residential and community care. Across these countries, support for the elderly in sheltered

housing includes on-site management, social and recreational activities, barrier-free environments, emergency call systems, general property maintenance and social support. The role played by the community, public and private sectors in sheltered housing provision can differ extensively from country to country. For instance, in the US and Canada, the public policy framework is relatively weak, and the private sector has played the main role in developing new forms of sheltered housing. Whereas, in the UK, the public sector has taken the leading role in the development of sheltered housing, which has mainly been provided by local authorities and housing associations operating within an explicit national policy framework. However, in China, India and Japan, the concept of sheltered housing is still a promising way forward when seeking to meet the challenges of an ageing society. In general, as in China, Israel, Japan and India but unlike in Australia, Canada and USA, sheltered housing provision is limited. Hence, the efforts made to maintain elderly people in the community are often disjointed and no one institution or organisation can be held accountable. As mentioned above, the concept of sheltered housing may be particularly suited to services for elderly people. However, in theory, tailored packages of care and services covering various aspects of life can assist them to maintain or restore the balance in their lives, thereby preventing future crises or deterioration.

2.9 Provisions in Sheltered Housing

The term “provisions” in the context of this research refers to services and activities that involve assisting, maintaining, sustaining and helping elderly people to manage and maintain their daily life activities. Different authors (Baker, 2002; Riseborough and Fletcher, 2003; King, 2004; Hanson 2007) in their studies of sheltered housing have identified different provisions, as shown in Table 2.5. The services provided may occasionally involve emotional engagement and interpersonal relationships between those providing and those receiving the services. Provision in sheltered housing is designed to enhance and improve the lives of all elderly people, not just those with high levels of need. These services and activities may be provided by local councils, communities, and private agencies as well as by family and friends. The overall purpose of providing

sheltered housing is to enable elderly people, as far as possible, to enhance their quality of life and achieve or maintain a valued lifestyle.

Table 2 5: Provisions in Sheltered Housing for the elderly

1	Activity coordinator	14	Laundry room
2	Activity room	15	Lifts
3	Assisted bathrooms	16	Floating Support Services
4	Balanced community	17	Living at home, not in a home
5	Communal dining space	18	On-site support staff
6	Communal kitchen	19	Rebuilds skills for independent living
7	Communal lounge	20	Scheme manager
8	Consulting room	21	Self contained dwellings
9	Culturally sensitive service	22	Smart and assistive technology, social alarm
10	Day centre	23	Twenty four hour on site support
11	Flexible care	24	Well being facilities
12	Flexible design	25	Wheelchair accessible throughout
13	Guest room	26	Lively locality

Source: (Baker 2002; Riseborough and Fletcher, 2003; King, 2004; Hanson 2007)

According to Jones et al., (2010) the provision of sheltered housing was grouped in relation to the types of services being offered to elderly people as shown in Table 2.6. These services include property maintenance and modification, meal preparation, domestic work, transport, social activity and recreation, self-care, health care, caring and life planning and management. The need for provision for the elderly people can be clarified by identifying the main types of support and care that can be provided for people in later life. It encompasses four broad categories of support and care services: those relating to the physical environment; those relating to household tasks; those relating to sociability; and those relating to personal and health care (Jones et al., 2008).

Table 2 6: Sheltered Housing Provision

Life activities	Support and Care services
Relating to the physical environment	
<i>Property Maintenance and modification</i>	Household repairs
	Grounds and garden maintenance
	Minor modifications(e.g. grab rails showers rails)
Relating to the Household Task	
<i>Meal preparation</i>	Delivered Meals
	Cooking in person's house
	Nutrition, food preparation and storage advice
<i>Domestic Work</i>	Restaurant
	House cleaning
	Washing and ironing
	Shopping
	Linen Services
	Household Management e.g. paying bills
	making telephone calls
<i>Transport</i>	Individual Transport to and from appointments (medical, banking, etc) shopping
Relating to sociability	
<i>Social activity and recreation</i>	Friendly visiting and companionship
	Centre-base social activity(day care)
	Provision and maintenance of recreational facilities e.g. swimming pools, sporting facilities, recreational areas
	organised activities, outings trips, holidays
Relating to personal and health care	
<i>Self-care</i>	Bathing/showering
	Toileting
	Dressing
	Eating
	Personal grooming e.g. shaving,hairstyling,makeup
<i>Health care</i>	Home Nursing in person's home, including post hospital
	Domiciliary nursing in community centre
	Allied health, i.e. physiotherapy podiatry, dietician speech therapy, occupational therapy
	Provision of goods and equipments, e.g. dressings wheelchairs
	Medication assistance
	On-call nursing care(call buttons)
<i>Caring</i>	Substitute carer in home or home of relief carer(respite)
	Supported for carers
	Specialised dementia and Alzheimer's care
<i>Life planning and management</i>	Service coordination and case management
	Counselling, support, information, advocacy.

Source: (Jones et al., 2010)

As rapidly growing proportion of the ageing population is living with disabling illness. Many of such individuals are seeking housing with specific provision that enables the delivery of support services, particularly with the development of assistive technology (telecare and telemedicine), and provision of appropriate aids or adaptations to their dwelling. Assistive technology is the term given for a range of sensors that are installed in the home of the elderly in order to monitor their well-being and safety. The sensors are discreet and unobtrusive and are connected to 24 hours control centre, allowing the elderly to maintain their independence with the comfort of knowing that, should they need help in an emergency, these devices will alert the control centre enabling effective help to be obtained quickly and efficiently. Tele-care service is automatically provided to elderly living in sheltered, as the sensors are operated via a Home Alarm Unit, which simply plus into the telephone line next to the handset. An emergency trigger pendant is provided with the Home Alarm, which can be worn either on the wrist, on a neck cord or clipped to their clothing. The portability of the pendant enables the elderly living in sheltered housing to summon help from anywhere in home. There is potential for all types of assistive technology to support elderly people living in sheltered housing but of most immediate interest is telecare. From origins it was a simple pull cords, hard wired into sheltered schemes, although, in the last ten years there have been several linked developments which together have dramatically increased the potential for assistive technology to play a great part in supporting elderly living in sheltered housing to maintain their independence.

However, the provisions in sheltered housing may be based on professional definitions of need or on what service users want. While the purpose of provisions in sheltered housing is often to promote a better quality of life not just quality of care, this may be too narrow a concept to encompass the range of provisions involved. Nevertheless, in recent years, housing providers have been able to provide intensive housing management support to people living in sheltered housing through a mechanism known as 'floating support services'. The

UK Government has introduced a number of initiatives in recent years designed to encourage effective co-ordination across different funding streams and agencies. Services for elderly people are financed, co-ordinated and provided by a variety of agencies including: The National Health Service; Housing Services; Social Services; the Voluntary Sector and Supporting People Teams (CLG, 2010). Floating support came into force following the launch of supporting people initiative in April 2003. It is a UK central government initiative, made available through the local housing authorities, which helps people to secure and maintain a home. Floating support is a service provided to individuals living in sheltered housing to help them sustain a tenancy through the development of independent living. Its main purpose is to provide non-specialist support with the ability to offer help with daily living skills, practical tasks or emotional support which promotes or maintains a person's ability to live in their own home. Different terms have been used to describe floating support services including resettlement, tenancy sustainment or stand alone support services (Bevan and Rugg, 2006). The floating support service is also seen to have been developed as an alternative to traditional models of housing support provided to individuals living in accommodation receiving basic support (Foord, 2005; Mullins and Murie, 2006; Cameron, 2010). Accordingly, floating support services are offered to individuals who are struggling to maintain their tenancy. The core floating support services in sheltered housing are shown in Figure 2.5. It aims to support vulnerable elderly people living in sheltered housing to maintain and sustain their tenancy through the development of independent living skills.

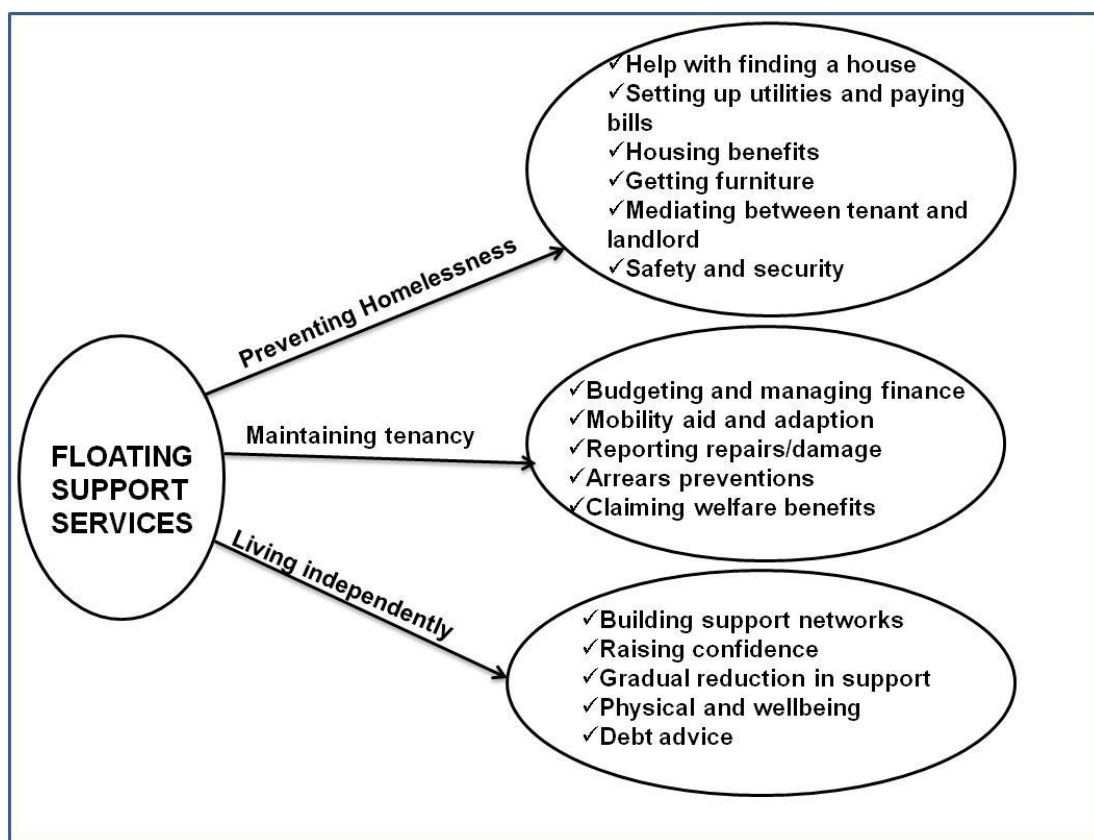


Figure 2 5: Core Floating support activities in Sheltered Housing

Source: (Researcher)

Similarly, different authors (Pleace and Quilgars, 2003; Cousins and Saunders 2008; Oldman 2008) have described floating support as a service that provides housing support to vulnerable adults to enable them to maintain their independence while living in the community. However, Sharples et al., (2002) define floating support as a service that encourages interagency collaboration, acting as a bridge between services and coordinating the input among different agencies.

Furthermore, Crellen (2004) described floating support, as seen in Table 2.7, as a support model that works in three stages to help prevent people from becoming homeless. The first stage is appropriate for all people living in sheltered housing, whilst the second and third stages are aimed at those with more complex problems. It is also intended to help with the transition to independent living for

those leaving hospital and care institutions.

Table 2 7: Floating Support Model

First stage: Immediate prevention of homelessness when first on the scheme	
Securing A Tenancy / Preventing Eviction	<ul style="list-style-type: none"> • Help with finding a house • Setting up utilities & paying bills • Sorting out benefits • Getting furniture • Mediating between tenant and landlord (e.g. local authority)
Second stage: Ongoing support	
Maintaining The Tenancy With The Help of Floating Support	<ul style="list-style-type: none"> • Budgeting • Reporting repairs/damage • Keeping the tenancy agreement • Addressing health problems • Drug problems • Alcohol problems • Relationship problems
Third stage: Long-term preparation for independent living	
Preparing people For Independent Living After Floating Support	<ul style="list-style-type: none"> • Building support networks • Raising confidence • Gradual reduction in support

Adapted from (Crellen, 2004)

However, Lovatt and Whitehead (2006) argue that while floating support is capable of providing support tailored to the needs of individuals through a support plan, it is difficult to meet these needs in a single approach, as individuals have diverse needs. Given the different definitions, whilst floating support responds flexibly to individual needs and prevents crisis or emergencies, it also helps to reduce housing management problems associated with rent arrears, abandonment and evictions.

In other various countries (USA, Canada, Israel, Singapore, Australia, China, India and Japan) but unlike United Kingdom the term “Floating support service” has not been used widely in the international context. However, terms, like integrated services, service integrated otherwise known as housing management support were used to encompass a wide array of housing arrangements. This refers to all types of housing for the elderly in later life where the housing provider purposely provide one or more types of support and care, in addition to the general housing provision. This is not too different from floating support service which has been offered in the UK (Jones et al., 2008). In the broadest terms, “floating support service” is associated with the ideas of maintaining, sustaining and supporting the elderly to live independently in their home. The extensive literature on floating support suggests that there are two key elements involved in the service. Firstly, “sustaining” is an activity involving personal maintenance or assistance offered to an individual. Secondly, “supporting” involves the concern about the wellbeing of the individual and an emotional engagement with the elderly living in a supported housing. The ways in which floating support services are provided and received vary widely in different countries. Therefore, the term ‘floating support services’ carries broad meanings, within different country contexts and service policy. In a number of countries (USA, Canada, Israel, Australia, Singapore, China, Indian and Japan) different terms have been used to describe floating support services which has multiple meanings and interpretations (Gröne and Garcia-Barbero, 2002; Lynch et al., 2005). These terms such as housing management, supportive care, case management, housing care support, care management, elderly care support, outreach service and integrated care all relate to various forms of housing support services (Kaats et al., 2005), although they are also influenced by the contexts in which services are provided (Kümpers, 2005). With such diversity, the concept of Floating support services become difficult to define. The diversity of terms in different countries describes the various options for combining a wide range of housing with different kind of support services and care services available to the elderly living in supported housing. Through the concept of floating support services, the majority of elderly people achieve some balance in their lives as a result of a safe

living environment and adequate professional care which is crucial in maintaining their independence and preventing social crises.

Although the boundary between support and care is to some extent blurred. Besides taking many various forms, floating support service can also include the mixture of different types of care and support services. The support services are those services generally accessible to the elderly living in sheltered housing in order to promote their independence and improve their wellbeing both physically and socially and reduce their vulnerability to adverse events. Generally individuals have a choice as to how far they avail themselves of such services. The underlying beliefs is that elderly individuals will be sheltered, supported and cared for throughout their lives, no matter what their care needs may be. There is a priority on a well balanced lifestyle as well as on provision of support and care.

In the US, as well as in Australia, the concept of floating support services is tailored packages of care and services covering various aspects of life that can assist the elderly to maintain or restore the balance in their lives, thereby preventing future crises or deterioration. However, in Canada, the term "supportive housing" is frequently used to describe the conventional or typical real estate services to elderly living in an assisted dwelling (Kodner and Spreeuwenberg, 2002). It is a service to help enhance the quality of life, consumer satisfaction, and cutting across multiple services to service users with complex long-term problems. Supportive housing is a supportive, but not a health care environment, it excludes care services such as medication management, blood pressure monitoring, catheter changing, and wound care (Social Data Research, 2000). It is typically the provision of security, recreation, transportation, housekeeping, social activities, and service and health-need counselling.

The provision of housing support services has a long history in Australia and internationally, especially in the USA and Canada. In Australia, early examples included some of the housing support provided to the elderly in independent living units developed by non-government organisations with Australian Government capital subsidies from the 1950s to the 1980s (Howe, 1982; McNelis, 2004). This

diversification has been accompanied by an increase in other forms of supported housing, including an increase in the number and range of arrangements targeted at older people with high and special needs.

The experiences of many countries also demonstrate how state institutions can take a more proactive policy approach to housing support options as in the case of Australia, where the government takes a proactive role in the multidimensional needs of the elderly (Jones et al., 2010). The diversity of models of housing, support and care in other countries provides a source of information to underpin diversification of the range of service provided. The review of literature has led to the conclusion that, in spite of great differences in terminology, the broad types of housing that includes the floating support services appear to be generally similar in the countries reviewed, the various form of housing support are closely related. In all countries reviewed floating support service is playing an important role in meeting the need for housing, support and care in the older population. In the US, Australia, Canada and the UK there are three broad sets of services that comprise aged care provision: home-based care; residential aged care homes; and house support care. In the UK, floating support service is receiving extensive attention from policy-makers and service-providers in the public, community and private sectors. The issue of care provision is high on the international policy agenda (Lundsgaard 2005) and will require new, innovative ways of delivering care services to elderly people (Maskova, 2003; Eurostat 2004). The challenge is to provide good-quality care and access for all citizens in a context of sustainable systems (Nies 2003). Against this background, floating support care appears to be a promising mechanism for providing such care, especially for elderly people who want to maintain their independence.

2.10 The Importance and problems of Floating Support Services in Sheltered Housing

The term floating support has been used to describe the delivery of a number of different housing support services. It describes a flexible, peripatetic way of providing, or facilitating, low to medium support to people living in sheltered housing. As shown in Figure 2.6, Sharples et al., (2002) in their studies, described floating support services as “the lynchpin” of the local community services due to its linking and networking role with other agencies such as adult social services. One of the benefits of floating support is that it adopts an ‘holistic’ approach to an individual’s needs and can provide access to a vast range of other services (Johnson et al., 2010). The role of floating support in sheltered housing provides services in ways that are cost effective and provides support that is tailored to individual needs and local circumstances (Jones et al., 2006). It further helps to create sustainable communities by increasing choice in housing provision and preventing neighbourhood disputes from escalating (Pleace and Quilgars, 2003).

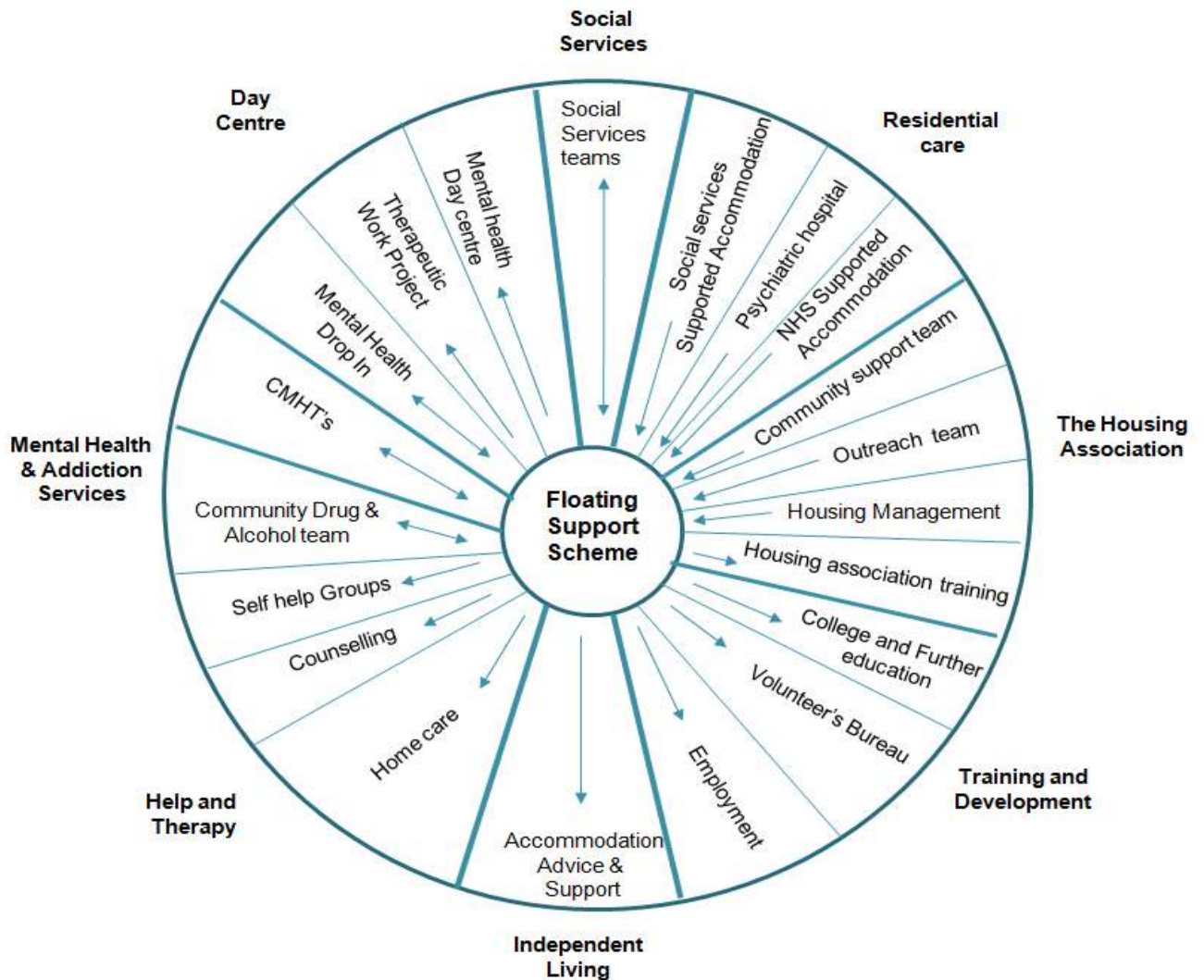


Figure 2 6: A Lynchpin-Floating Support's role within community Services

Source: (Sharples et al., 2002)

Floating support services can be an effective way of sustaining tenancies and meeting elderly people's housing-related support needs. However, it is difficult to quantify the extent to which floating support service prevents tenancies from breaking down. A range of factors such as sufficient support, location, social networks, individual motivation, collaboration between agencies and timing of interventions can influence the successful implementation of floating support services to the elderly in sheltered housing.

However, a report by DCLG (2008) found that floating support services are often not co-ordinated, particularly for elderly people, and lack of communication and knowledge sharing between providers means that service users are not receiving an holistic service. Whilst floating support helps with the transition to independent living for those leaving hospital and respite institutions, the main purpose is to provide general, non-specialist support providing help with daily living skills, practical tasks or emotional support which promotes a person's ability to live independently in sheltered housing. Sharples et al., (2002) note that there is a lack of empirical research into floating support services, especially dealing with the development of the floating support worker's role alongside other professionals and difficulties surrounding confidentiality and information sharing between inter-professional and interagency working. Sharples et al., (2002) also point out that knowledge sharing between agencies providing floating support is believed to be a useful approach to facilitate effective communication between agencies, thereby creating a common understanding of organisational norms. However, Lovatt and Whitehead (2006) argue that floating support is capable of providing support tailored to the needs of the individual, but it is difficult to meet these in a single approach, as each individual has diverse need.

2.11 Summary of Chapter

This chapter has met the first objectives of the research. It has highlighted the demographic aging UK population. The reason for the increasing aging population is due to better diet and medical facilities. In recent years, housing associations have been able to provide intensive housing management support known as "floating support" to elderly people living in sheltered housing. It aims to ensure that services adapt and respond appropriately to the changing needs of elderly people living in sheltered housing, to maximise their independence and prevent unnecessary admission into institutions. However, in providing these services, there is a view that there are difficulties surrounding information and knowledge sharing between the floating support worker and other agencies such

as adult social services. The chapter has documented the development of sheltered housing and went further to discuss the meaning of sheltered housing, the reason people moved into sheltered housing and the policy context of sheltered housing. It has described the development of floating support services that exist in other countries and has explained the diversification of the different terms used to describe it. The literature reveals that whilst different term has been used to describe floating support service in different countries, but the provision of service remains the same, as the support provided refers to all types of housing for elderly people in which the housing provider makes provision various types of support as part of the housing support need. It also highlights the provision of sheltered housing and floating support services. The next chapter reviews literature regarding the concepts of knowledge management and knowledge sharing.

CHAPTER THREE

KNOWLEDGE MANAGEMENT AND KNOWLEDGE SHARING

3.1 Introduction

This chapter begins with the theoretical description of knowledge which is the key concept that defines this research. It specifically explores the theoretical background to knowledge and further provides a distinction between data, information and knowledge. Following this, the typology of knowledge, whereby both types of knowledge: tacit and explicit knowledge are discussed and highlighted. It continues with background on knowledge management, knowledge management processes and a working definition of knowledge sharing is provided. The chapter concludes by identifying different critical success factors for knowledge sharing.

3.2 The Concept of Knowledge

The concept of knowledge has been much debated amongst researchers and philosophers. The definition of knowledge is indefinable and has been hotly debated for over a millennia amongst philosophers such as Aristotle, Heidegger, and Merlau-Ponty, Descartes, Locke, Kant, Hegel and Wittgenstein. In Webster's dictionary (1913) knowledge is defined as "the fact or condition of knowing something with familiarity gained through experience or association". Much of the debate on knowledge has focused on evaluating the nature of knowledge and how it relates to similar concepts such as belief, truth and justification. It also deals with the means of production of knowledge as well as skepticism about different knowledge claims. Theorist such as Plato (428 - 347 BC) defined knowledge as the intersection of truth and belief which is classically referred to "as justified true belief". According to Plato, regardless of having belief, if a statement is not objectively true then it cannot be described as certain knowledge. This definition explains what knowledge is, by focusing on the processes through which knowledge is gained and preserved. Other theorist, Socrates (469-399 BC) and Aristotle (388-322 BC) point out that "there is only

one good, knowledge, and one evil, ignorance” While Sir Francis Bacon (1561–1626) acknowledged that “knowledge is power”.

In recent times, post-modernists viewed knowledge as a fundamental truth. According to Probst et al., (2000) knowledge is a whole body of cognition and skills which individuals seek to solve problems, including theories and practical everyday rules and instructions for action. This view was later supported by Wilson (2002) who informs us that “knowledge involves the mental processes of comprehension, understanding and learning that go on in the mind”. However, Hildreth and Kimble, (2002) point out that knowledge is information which has been interpreted and is embedded within the beliefs and values of an individual. This agrees with Tsouka’s (2003) definition of knowledge as information interpreted by the individual and applied to the purpose for which it is needed. It is then right to say that for knowledge to be of value it must be context specific, focused, current, tested and shared (Galup et al., 2002). Knowledge is also central to several different research traditions, such as organisational learning, the management of technology and managerial cognition (Grant, 1996).

Some theorists (Davenport and Prusak, 1998; Wiig, 2004) believe that knowledge resides in humans and it is used for the purpose of action. They argue that it is knowledge that allows humans to “assess, decide, problem-solve, plan, act and monitor”. Nonaka and Takeuchi, (1995) consider knowledge to be “a dynamic human process of justifying personal belief toward the ‘truth’”. Fundamentally, they argue that knowledge constitutes a personal belief, the validity or truth of which is strengthened by a process of justification. This view is echoed by Drucker (1993), who suggests that knowledge is about action, which is always focused on some closure.

While a variety of definitions of knowledge have been suggested, this research will use the definition suggested by Xiong and Deng, (2008). They defined knowledge as the combination of experience, values, contextual information and expert insight that helps evaluate and incorporate new experiences and

information. In providing floating support services for the elderly in sheltered housing, the floating support workers in effectively carrying out their role, need to collaborate with other agencies. One of the ways they collaborate is by sharing knowledge, which in this context, are the information and skills acquired through experience, perspective and judgements needed to effectively deliver the services. The type of knowledge being shared could be either tacit knowledge or explicit knowledge. However, the literature review revealed that there is disagreement among researchers on the true meaning of data, information and knowledge. Therefore, it is important to distinguish between data, information and knowledge in order to move away from an inaccurate understanding of these concepts, as building on these definitions will provide an understanding of knowledge sharing issues.

3.3 Distinguishing Data, Information and Knowledge

In knowledge management literature, there is a misconception about the use of the terms; data, information and knowledge (Corner et al., 1997), which makes the understanding of knowledge management difficult to comprehend. It has often been highlighted that the connection between knowledge, information and data is often misinterpreted and this confusion arises from mistaking data to mean either information or knowledge (Harmaakorpi and Melkas, 2008). Table 3.1 provides the different definitions of data, information and knowledge by various authors in literature; some authors take a hierarchical view of data, information and knowledge. According to Alavi and Leidner, (2001) data becomes information when meaning and understanding are added into the data. They further suggest that information transforms into knowledge when an individual's personal experience, beliefs and values are included.

Table 3 1: Some Definitions of Data, Information and Knowledge

Author(s)	Data	Information	Knowledge
Wiig(1993)	-	Facts organised to describe a situation or condition	Truths and beliefs, perspectives and concepts, judgements and expectations, methodologies and know-how
Nonaka and Takeuchi (1995)	-	A Flow of meaningful messages	Commitments and beliefs created from these messages
Spek and S Pijkervet (1997)	Not yet interpreted symbol	Data With Meaning	Commitments and beliefs created from these messages
Davenport (1977)	Simple observation	Data With relevance and purpose	Valuable information from the human mind
Davenport and Prusak(1998)	A set of discrete facts	A message meant to change the receiver's perception	Experience, values insights and contextual information
Quigley and Detlor(1999)	Text that does not answer questions to a particular problem	Text that answers the questions who, when, what or where	Text that answers the questions why or how
Choo, Detlor and Turnbull (2000)	Facts and messages	Data vested with meaning	Justified, true beliefs

Source: (Stenmark, 2002)

Many scholars (Nonaka and Takeuchi, 1995; Johannesen et al., 2002; Shaari, 2009) assert that data, information and knowledge are part of a sequential order; data is viewed as the raw material for information and information is the raw material for knowledge. However, Davenport and Prusak, (2000) point out that “knowledge is neither data nor information, though it is related to both, and the differences between these terms are often a matter of degree and confusion about what data, information, and knowledge are - how they differ”. Figure 3.1 shows the different levels of knowledge hierarchy; data is at the lowest point and it is regarded as a collection of facts and figures; followed by information which is seen as structured data and finally knowledge at the top of the hierarchy is

regarded as information about information. Some literature includes wisdom in the hierarchy; others refer to it as the knowledge pyramid (Frické, 2009) or wisdom hierarchy (Rowley, 2007). However for this study the knowledge hierarchy will be sufficient as the study's aim is to explore knowledge sharing. According to Galup and Hicks (2003), "knowledge hierarchy depicts the conventional concept of knowledge transformations where data is transformed into information and information is transformed into knowledge".

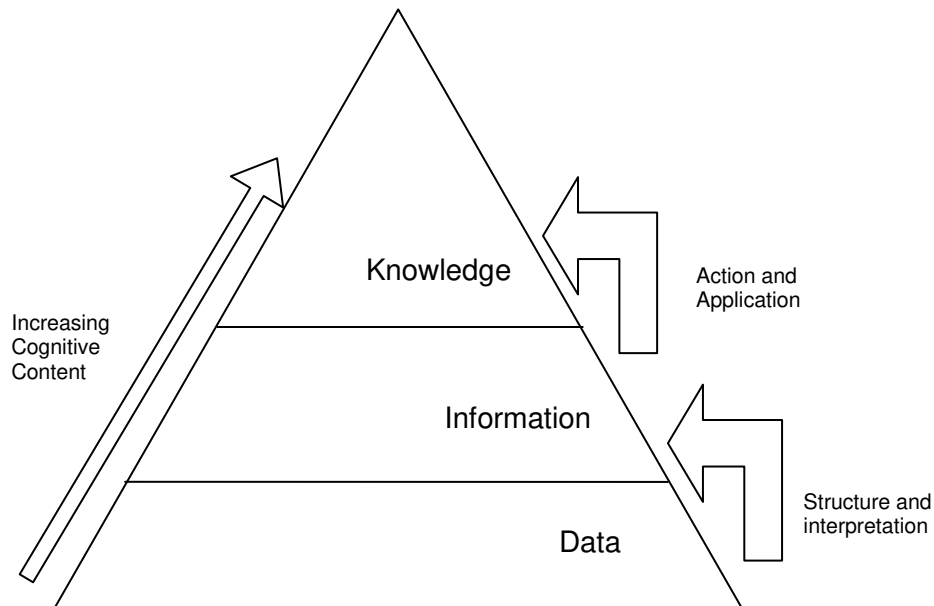


Figure 3 1: The Knowledge Pyramid

Adapted from (Qui et al., 2006)

There are a number of variations to this widely adopted idea. Data has generally been seen as simple facts that can be structured to become information. Information on the other hand, becomes knowledge when meaning is added to it, that is, when it is interpreted and put into context. The widely held view is that data is less than information and information is less than knowledge. Therefore, for data to become functional and applicable in understanding actions the prior knowledge of a representative is a very fundamental factor. This is because data is converted to information as soon as there is a clear understanding of the message being put across. Corner et al., (1997) point out that the concept of

data, information and knowledge are closely related. Although different, the three concepts are often confused. The confusion is due mainly to the meaning that is assigned to each concept in terms of the message that is being communicated and the fact that the features of one concept aid the formation of another.

However, according to (Davenport and Prusak, 2000; Roberts, 2001), data is a raw material, dry facts to create information, whilst information changes to data as it gives data a meaningful pattern of value. In this regard, knowledge is a component of information and human minds, experience, and skills gained from that experience. Nonaka and Takeuchi (1995) discerned that knowledge is related to beliefs, while information is not; knowledge is allied to action, whereas information is not. Knowledge is a collection of information analyses and knowledge, like information, is connected to meaning (Table 3.1). Consequently, information and what exists in human minds is not always the same. As a result, data are distinct raw facts and figures, information is processed data and knowledge is validated information. Information relates to facts, interpretations, ideas, concepts and judgments, and will be processed in the minds of individuals to form knowledge (Alavi and Leidner, 2001).

Knowledge is converted into information when expressed in the form of text, graphics and words. Knowledge is different from information as it is restricted to context and is connected to behaviour (Shaari, 2009). On the other hand, "information becomes knowledge when it is interpreted by individuals and given a context in the beliefs and commitments of individuals" (Nonaka et al., 2000). It is a general view that knowledge is broader and richer than data and information. Some authors (Nonaka, 1995; Wiig, 2004) argue that knowledge exists only in the human mind and it is the mind which has the power to act and make decisions. According to Davenport et al., (1998) knowledge becomes meaningful when it is seen in the larger context, through the interpretation and reflection of one's culture, which evolves out of one's beliefs and philosophy.

Knowledge is a high-value form of information that is ready to be applied to decisions and actions. Many researchers are yet to agree on the dissimilarities between knowledge and information. Nonaka (1994) views information to be just “a flow of messages” whereas knowledge is based on “information and justified by one's belief”. Nonaka and Takeuchi (1995) further state that “information is a flow of messages, while knowledge is created by that very flow of information, anchored in the beliefs and commitments of its holder”. Other researchers (Machlup, 1980; Zander and Kogut, 1995) consider all information to be knowledge rather than knowledge being more than just information, i.e. know-how. According to Nonaka and Takeuchi (1995) the difference between knowledge and information is that “information is a flow of messages, while knowledge is created by that very flow of information, anchored by the beliefs and commitments of its holder”. Consequently, knowledge is an idea that is turned into information to create knowledge; in other words, the same unit of knowledge becomes information when it is stored, but then becomes knowledge again when it is transferred to another human.

Some researchers (Bartol and Srivastava, 2002; Makhija and Ganesh, 1997) use the terms knowledge and information interchangeably, emphasising that there is no much practical value in distinguishing knowledge from information in knowledge sharing research. Thus, in distinguishing these three concepts it is important to state that information is a step away from data and knowledge is the human application of information. Data is unprocessed fact while information is refined fact and knowledge usable fact. Data in its raw form is, in most cases, rarely mistaken information and knowledge. As noted in literature, it is evident that data on its own does not provide any meaning unless an explanation of the representation of the data is given. Information requires some form of clarification and explanation. While knowledge requires actual human contribution in order for it to be used for actions.

For the purpose of this research, it is important to distinguish these concepts from the start so that information is not taken entirely to mean knowledge, but seen as

a very fundamental component of knowledge. This research does not lose sight of the reality that when knowledge is mentioned to providers of floating support services what comes to mind is information. As a result of this, information is presented alongside knowledge especially at the data collection (interview and survey questionnaire) stage. The rationale for this is that information is very close in meaning to knowledge and this enables the floating support workers and adult social services workers to understand the meaning of knowledge sharing within the context of the provision of floating support services in sheltered housing. In view of the above the clarification of these three concepts (data, information and knowledge) was undertaken early in this research in order that knowledge sharing, which is the bases of this study, can have the necessary momentum when being evaluated. In view of the foregoing clarification, knowledge as a concept can be viewed from different viewpoints. Clear boundaries between data, information and knowledge have been established. It is possible to go a step further and look at the forms in which knowledge exists and the different ways that it can be accessed, shared, stored and distributed. The next section highlights the different types of knowledge.

3.4 Typologies of Knowledge

In literature, many attempts have been made to classify knowledge, and different fields have focused on different dimensions. This has resulted in several classifications and distinctions of knowledge. Nonaka et al., (2000) described knowledge as context specific and has to be interpreted by individuals for it to be meaningful while Davenport et al., (1998) further state that knowledge which is recent to an organisation can be either invented internally or obtained from external sources. Making a distinction and understanding the different kinds of knowledge is an important step for knowledge management (KM) within an organisation. For instance, it would be quite evident that the knowledge captured in a document, in this context, by a FSW and ASSW would need to be managed (accessed, shared, transferred and stored) in a totally different way than that gathered over the years by an expert craftsman. There are two types of knowledge, as shown in Table 3.2, which are usually defined within knowledge

management literature as tacit and explicit knowledge. The former refers to non-codified knowledge which is subjective and often the personal experiences of an individual and, therefore, is difficult to transmit. On the hand explicit knowledge is codified, is objective and easy to communicate; such as that found in documents.

Table 3 2: Typologies of Knowledge

Tacit Knowledge (Subjective)	Explicit Knowledge (Objective)
Knowledge of experience (body)	Knowledge of rationality (mind)
Simultaneous knowledge (here and now)	Sequential knowledge (there and then)
Analog knowledge (practice)	Digital knowledge (theory)

Source: (Nonaka and Takeuche, 1995)

The review of literature highlighted that many researchers (Wellman, 2009; Horvath, 2000; Bali et al., 2009; Gamble and Blackwell, 2001; Brown and Duguid, 2001) have, over the years, made an epistemological differentiation between different kinds of knowledge. According to (Grant, 1996) there are distinctions between subjective versus objective knowledge, implicit or tacit versus explicit knowledge, personal versus propositional knowledge and organisational knowledge versus embedded knowledge and procedural versus declarative knowledge. However, this research will not make distinctions between all of these different types of knowledge. The research will concentrate mainly on tacit and explicit knowledge, especially the individual tacit knowledge of floating support workers shared with adult social services workers in the provision of floating support services to the elderly living in sheltered housing. It will associate knowing how with tacit knowledge and knowing about facts and theories with explicit knowledge.

3.4.1 Tacit and Explicit Knowledge

The definition of tacit knowledge has been put forward by different authors. Polanyi (1962) is first to define tacit knowledge in a widely accepted phrase, “we know more than we can tell”. He went further to introduce tacit knowledge with concepts such as the ability to recognise faces or bicycle riding without the least idea of how they are done (Polanyi, 1969). In the same vein Rosenberg (1982) describes tacit knowledge as “the knowledge of techniques, methods and designs that work in certain ways and with certain consequences, even when one cannot explain exactly why”. While Nonaka (1991) defines “tacit knowledge as highly personal and hard to formalise and, therefore, difficult to communicate to others”. Other authors (Wong and Radcliffe 2000; Koskinen et al., 2003; McAdam et al., 2007) describe “tacit knowledge as that which resides in the human brain and cannot be easily captured or codified”. Tacit knowledge expresses itself in human actions in the form of attitudes, commitments, motivation and points of view (Hall and Andriani, 2002; Kikoski and Kikoski, 2004; Bennet and Tomblin, 2006). It is something gained through experience and can only be observed through action. The existence of tacit knowledge makes this original, and uttered knowledge approximation process more complicated because very often even the owner of the original knowledge does not know it’s real meaning (Polanyi, 1997; Schenkel and Teigland, 2008).

Tacit knowledge could be seen as personal knowledge, natural talent and experience that different individuals possess that is unique to them and can be a resourceful contribution to an organisation. Hence, organisations are providing avenues to unlock these huge repositories of tacit knowledge buried in human minds through forums like workshops, seminars and case note meetings where the result of such meetings are communicated and documented for reuse. In the provision of floating support services in sheltered housing, the case note meeting is one tool that aids in the unlocking of tacit knowledge held between FSWs and ASSWs. These meetings, when held in an informal setting provide better avenues

for communication and commitment by tapping into tacit knowledge held by individual team member. During the case note meetings, tacit knowledge regarding service user support needs is shared, and team members are also expected to share their own knowledge store in the form of feedback. In the context of this research asking questions about knowledge sharing revolves around the issue of trust and communication, management support, technology and training which incorporates mentoring, induction and feedback. Tacit knowledge is not the only knowledge that sums up knowledge perse, within the provision of floating support service, there is also explicit knowledge which is found in documents and records, such as referral case note and support plans.

Explicit knowledge is, increasingly, being used in both practice and literature as a management tool to be exploited for the manipulation of organisational knowledge. A few authors (Nonaka et al., 2000; Kikoski and Kikoski, 2004) have described explicit knowledge as that which can be verbalised and communicated, processed, transmitted and stored relatively easily. Koulopoulos and Frappolo (1999) describe it as knowledge that can be articulated in formal language and easily transmitted amongst individuals. While Koskinen et al., (2003) implies that explicit knowledge is factual statements about matters such as material properties, technical information and tool characteristics. Explicit knowledge is that which is systematic and easily communicated in the form of hard data or codified procedures. It can be expressed in formal language including grammatical statements. This kind of knowledge can thus be transmitted across individuals and throughout the organisation formally and easily. Whilst explicit knowledge is easy to identify, store, and retrieve (Wellman, 2009), it can also be found in books, journals, databases, memos, notes and documents (Botha et al., 2008). Explicit knowledge is representational and can be manipulated. In the context of this research, explicit knowledge is very important to this study as it exists in the form of documents such as files, case note, support plans, memos and referral note. Nonaka and Takeuchi (1995) introduced the SECI model as shown in Figure 3.2, which consists of four different modes of knowledge

conversion (socialisation, externalisation, combination and internalisation) and provides the relationship between tacit and explicit knowledge.

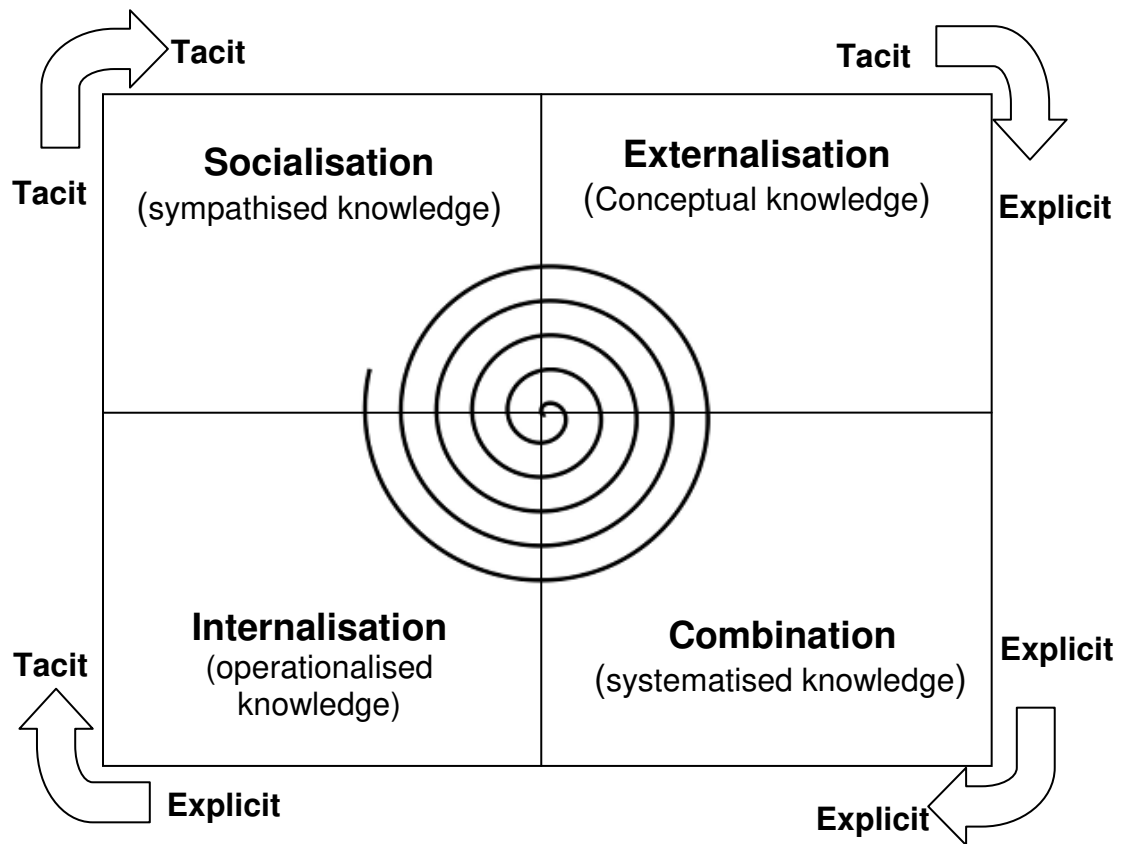


Figure 3 2: The SECI Model

Source: (Nonaka and Tekuechi, 1995)

The model is based on the two types of knowledge outlined above. In socialisation, tacit knowledge is converted into tacit. It is knowledge that is passed on by sharing experience and practice, the conversion takes place through guidance, limitation and observation. Externalisation, on the other hand, is tacit knowledge converted into explicit concepts. This is deemed to be an extremely important phase from a knowledge creation point of view and it is considered to be a particularly difficult phase. Tacit knowledge needs to be codified into documents and manuals so that it can be distributed across an organisation. Since it is difficult to codify tacit knowledge the extent of this knowledge conversion method is an ongoing debate. According to Nonaka and Takeuchi, (1995) it is difficult to distribute it across an organisation if the knowledge to be

shared has no explicit form. Combination is converting explicit knowledge to explicit knowledge. This is the simplest phase, as explicit knowledge is integrated into more complex and systematic sets of explicit knowledge. In combination, codified knowledge sources (documents) are combined to create new knowledge. And finally, Internalisation is the conversion of explicit knowledge to tacit knowledge. This is operational knowledge that is facilitated by verbalised or visualised documents, manuals or spoken stories. As explicit sources are used and learned, the knowledge is internalised, modifying the user's existing tacit knowledge. In the spiral of the SECI model knowledge is continuously converted and created as users practice and learn. According to (Andreeva and Ikhilchik, 2011) the SECI model remains at the core of the knowledge conversion theory within KM, as the universal attraction to the model is a clue that some aspects of it appeal to almost all cultures.

3.4.2 Distinction Between Tacit and Explicit Knowledge

It has been noted that tacit knowledge resides in the human mind and it evolves from people's interactions. While explicit knowledge is that which can be captured and shared through information technology. Tacit and explicit knowledge are essential to knowledge creation. However, McElroy (2006) argued that tacit knowledge is sometimes composed of beliefs that cannot be expressed, and that explicit knowledge is formed from expressed beliefs. Nonaka et al., (2000) note that knowledge is created through interactions between tacit and explicit knowledge, as explicit knowledge without tacit insight quickly loses its meaning.

Anumba et al., (2005) argued that an appropriate balance of "explicit" versus "tacit" approaches depends on each organisation's strategy and the particular case in point. An organisation is bound to require elements of both approaches, and must integrate the two effectively. Hence, the focus of this research is to consider both tacit and explicit knowledge. Although the distinction between tacit and explicit knowledge is clear, as shown in Table 3.3, in reality the two are often

interlinked and can exist in organisations in combination – for instance, a housing association’s “good” practice (explicit) may exist in a set of procedures and provisions in an instruction manual. However, the floating support workers' experience in disseminating and implementing this practice (tacit) exists in their minds. In sharing the knowledge effectively with an agency, both will have to be incorporated.

Table 3 3: Distinction between Tacit and Explicit Knowledge

Tacit knowledge	Explicit knowledge
Personal knowledge embedded in individuals	Fact based and can be captured in organisational databases
Experience, involving such intangible factors as personal beliefs, perspectives and values.	Possibly recorded in documents, also includes scientific and technical knowledge, common understandings, the 'right way of doing things' and socially accepted norms.
Difficult to communicate and it expresses itself in form of attitudes, competences and skills.	Easily verbalised and stated in the form of rules or notes.
Far more difficult and sometimes impossible to capture and diffuse.	Easier to deal with in ICT developments as it is easily articulated, communicated and represented in formal languages.
Real key to getting things done	Formalised

Source: (Stephens, 2002)

It has been noted by some authors (Alavi and Leidner 2001; Berman et al., 2002; Koskinen et al., 2003) that organisational knowledge is an important source of competitive advantage and the most important difference between tacit knowledge and explicit knowledge is transferability. This means that tacit knowledge is much harder to diffuse among individuals than explicit knowledge. Tacit knowledge is different from explicit knowledge as tacit knowledge may be viewed as the concept of skills. An individual is more often than not reluctant to

share his/her tacit knowledge with others due to lack of reward systems and the possibility of losing advantage. Accordingly, explicit knowledge sharing is encouraged by extrinsic motivators while tacit knowledge sharing is facilitated by intrinsic motivators.

Grant (1996) believes that the distinction between explicit and tacit knowledge lies in transferability and the mechanisms for transfer across individuals, space and time. He further suggests that whilst tacit knowledge is made known through its application, where knowledge sharing involves both transmission and receipt, explicit knowledge, on the other hand, is made known by communication. Polanyi (1962, 1997) suggests that the distinction between tacit and explicit knowledge is critical to understanding how individuals deal with the world in a purposive manner. Explicit knowledge is objective (Nonaka and Takeuchi, 1995); it is the knowledge of rationality, it is concerned with order and theory. Whereas, tacit knowledge is subjective it is the knowledge of experience, which is understood as practice. Tacit knowledge is also context specific, personal and hard to communicate. Tacit knowledge is expertise, which is deeply rooted in people's minds and actions and also in people's ideas and experiences. Tacit knowledge is difficult to express in words; Gourlay (2002) described it as a "non-verbal sign-process". According to (Polanyi, 1969) tacit knowledge can be recognised without actually knowing what it is. Explicit knowledge is communicable in form. It is knowledge that can be documented in electronic or printed version, whereas tacit knowledge is intangible know-how, which is shared and discussed through informal ways between individuals or inside organisations (Howells and Roberts, 2000). Explicit knowledge is codified and lies within designation and symbol; whereas tacit knowledge is "pre-linguistic modes of human knowing" (Gourlay, 2002). Boisot (1998) provided three dimensions of tacit knowledge, the first dimension is the knowledge which can be articulated and can be understood which individuals can "take for granted". The second dimension to tacit knowledge is knowledge which cannot be articulated and which nobody can fully understand. The third dimension of tacit knowledge is that which can be understood by some people but which cannot be "costlessly articulated". In

different disciplines tacit knowledge is equal to practical, secret, know-how knowledge; whereas explicit knowledge is synonymous with open, documented, know-what knowledge.

To summarise, tacit knowledge is difficult to share and inexpressible, subjective, personal and context specific, whereas explicit knowledge is easy to share, codifiable, objective, impersonal and context independent (Hislop, 2010). Table 3.4 provides different definitions of explicit and tacit knowledge ascertained by various authors. However, according to (Polanyi, 1969) the difference between tacit and explicit knowledge is not sharply divided. He further states that tacit knowledge can be possessed by itself, while explicit knowledge “relies on being tacitly understood and applied”. This suggests that all knowledge is either tacit or rooted in tacit knowledge since “tacit and explicit knowledge are inseparable” (Hislop, 2009).

Table 3 4: Definition of Explicit and Tact Knowledge

	Explicit	Tacit
Polanyi (1966)	Knowledge that is verbalized, written, drawn or otherwise articulated	Knowledge that is non-verbalised, intuitive and unarticulated
Nonaka (1994)	Discrete, captured in records of the past	A continuous activity of knowing
Spender(1996)	Objectified	Collective
Winter(1987)	Simple. Teachable, observable	Complex, not teachable and not observable
Anderson(1983)	Declarative	Procedural
Ryle(1949)	Knowing that (knowing something exists)	Knowing how(knowing how something operates)
Hedlund(1994)	Knowing embodied in products well-defined services or artifacts	Cognitive knowledge in the form of mental constructs and precepts
Kogut and Zander(1992)	Information	Know-how
Weiss(1998)	Rationalised knowledge(Weber 1921,1986)	Embedded knowledge (Granovetter 1985)

Source: (Binz-Scharf, 2003)

Collins (2001) provided a different perspective that highlights some important features of tacit knowledge to those “artificial intelligentsia” who believe that all human expertise can be documented. He examines three approaches to explaining tacit knowledge: the motor-skills metaphor, the rules-regress model and the forms of life. In the first approach, the motor-skills metaphor, tacit knowledge is about knowing without having the ability to formulate the rules. In this approach, Collins (2001) gives Polanyi's example of riding a bike where the skill of riding a bike cannot be formulated in any way, which might satisfy a physicist. In the second approach: the rules- regress model, experimental skills are impossible to formulate. Finally, in the third approach: the forms of life approach, people from different social groups take things differently according to their social basis. Collin's approach to tacit knowledge provides clarity to the debate about how we should think about computers and artificial intelligence; he shows what humans can do and what computers cannot. He has also made a distinction between the sort of tacit knowledge that a boxer or a master craftsman might use and the linguistic fluency that allows us to adjust to new social situations.

There are two perceptions of knowledge within an organisation as noted by (Empson 2001) “knowledge as a process” and “knowledge as an asset”. Knowledge as a process is viewed as a “social construct, developed, transmitted and maintained in social situations”. In contrast, the “knowledge as an asset” views the organisation as a unit of analysis or, more specifically, the knowledge base and the KM systems of the firm (Empson, 2001). She points out that researchers who adopt knowledge from a process perspective argue that knowledge cannot be analysed and understood as an objective reality. While researchers who adopt knowledge from an asset approach seek to discover valuable knowledge within organisations and to develop mechanisms for managing it effectively. Hence, this research has adopted knowledge from a process approach to understand the individual tacit knowledge of the floating support worker and adult social service worker. The process approach in the context of this research is a resourceful way to understand the scope of

knowledge sharing between FSWs and ASSWs, then identifying the factors that can help improve its practises. Kotarba (2012) concur that process approach places particular attention on the understanding of “what” is being done, in order to advise a better way on “how” to do.

The adoption of the process approach provides the drive to understand the complexity behind knowledge sharing between the teams providing floating support services and providing a way to improving it, thereby improving the services being offered the elderly living in sheltered housing. Individual tacit knowledge cannot be understood as an objective reality that can be transmitted and maintained in social situations as the individual tacit knowledge of floating support providers is shared via sharing their know-how in social interactions. This research aims to identify knowledge sharing practises and the critical success factors that improves knowledge sharing between FSWs and ASSWs in order to effectively provide FSS to the elderly living in sheltered housing. Therefore, the thesis will consider tacit knowledge as the personal knowledge and expertise of FSWs and ASSWs in the provision of FSS within sheltered housing.

3.5 Background to Knowledge Management (KM)

The importance of knowledge may have been discussed for a long time, but it has received growing attention in the economy and businesses since the 1960s (Nonaka and Takeuchi, 1995; Gourlay, 2000). Knowledge management was developed out of a number of disciplines including computer science, human resource management and sociology (Maier, 2002). As a result, there is no one, accepted, definition of knowledge management but nearly all of the many definitions imply some form of knowledge sharing. Nevertheless, the idea of managing knowledge seems not to have been seriously considered until the 1990s, the time of the “dot com” revolution, and when managing knowledge emerged as a quickly developing area of business and management both in theory and practice (Gourlay, 2000). As already mentioned, knowledge is central to many management research traditions (Grant,1996), and consequently, managing knowledge in organisations is important for organisational success. In the context of knowledge management, as argued by Spender (1996), the point is

“not to try and resolve these debates, but to observe that knowledge is a highly contentious concept”.

Knowledge management (KM) is emerging as an important concept for organisations to effectively preserve and manage valuable knowledge in order to improve productivity and competitiveness. Many authors have attempted to define the term KM in different contexts. According to Davenport and Prusak (2000), which states that KM "is managing the corporation's knowledge through a systematically and organisationally specified process for acquiring, organising, sustaining, applying, sharing and renewing both the tacit and explicit knowledge of employees to enhance organisational performance and create value". This definition is supported by Egbu (2001) who noted that KM is the process whereby "knowledge is captured, stored, shared and transferred and exploited to meet the needs of an organisation". The resource being managed in the case of knowledge management is knowledge. As stated previously, if knowledge is that which gives individuals the ability to operate in an organisation and is used to improve organisational performance, then a practical definition of knowledge management, for the context of this study, is the process of systematically organising, controlling and co-ordinating activities which gives individuals within organisations the capacity to improve services and enhance organisational performance. Knowledge, as discussed in section 3.2, is categorised into different types i.e. tacit (know-how) and explicit (know-that), hence, the subject of how they are managed is to a certain extent more complicated. O'Dell and Grayson (1998) state that the management of 'know that' is simpler than the management of 'know how'. Fundamentally, the challenge for knowledge management is transferring 'know-how', which is mostly tacit, into explicit 'know-that'. Once knowledge is in explicit form, it can then quite easily be managed using tools and technology. Knowledge management is not only about transferring tacit knowledge into explicit knowledge, it also involves creating repositories of knowledge and best practice, which can to be shared, applied and used to resolve problems and challenges.

In the process of improving business and services, knowledge sharing has been used to communicate, exchange and transmit knowledge both internally and externally. Organisations are now realising that their true value and strength lies in the intellectual capital of their staff. There is a general consensus in literature that KM is about making the right knowledge available to the right people. It is about making sure that an organisation can learn and be able to retrieve and use its knowledge assets when they are needed. According to Drucker (1999) it is "the coordination and exploitation of organisational knowledge resources, in order to create benefit and competitive advantage". In contrast, Wellman (2009) limits KM to lessons learned and the techniques employed for the management of what is already known. He points out that knowledge creation is often perceived as a separate discipline and generally falls under innovation management.

3.6 Knowledge Management Processes

The literature contains several different descriptions of the processes and activities of knowledge management (Van Burren, 1999; Egbu et al., 2001; Lytras et al., 2002; Scarborough et al., 2003), none of which seems to have gained common acceptance as yet. Each of these presents a slightly different focus within the process viewpoint. The primary challenge of knowledge management is how to make an organisation's unarticulated or tacit knowledge explicit so that it can be shared and renewed constantly. According to Nonaka and Takeuchi (1995) knowledge that is available for use can be in the form of documents or embedded in procedures and rules. However, a process of change occurs whereby an individual's personal tacit knowledge is converted into explicit organisational knowledge which is then available for all to use. The process of this conversion and the resulting knowledge thereof leads to knowledge management.

KM is seen as a process which, when applied, leads to the success of an organisation. As noted by Call (2005) "successful knowledge management gives you access to the information you need to do your job better than you did in the past. Knowledge management does not provide you with the answer to your

problem rather it facilitates the learning of the answer”. This means that KM is not a single resource for solving problems in an organisation but embraces a collection of processes (distribution, storing, sharing and transfer) that are brought together collectively to solve the organisational problems. Hurley and Green (2005) further state that KM is “the process by which an organisation creates, captures, acquires, and uses knowledge to support and improve the performance of the organisation”. Whilst KM may not necessarily provide the total answer to an organisation’s problems, however, it definitely brings the problems to the forefront with a view to finding the relevant knowledge that can solve the problem, which in the context of the provision of floating support services is the sharing of requisite knowledge by the providers of floating support services.

There are many other descriptions of the knowledge management process, from similar, or indeed, different viewpoints. There is no, definitive knowledge management process. Probst et al., (2002) model, “the building blocks of knowledge management”, as shown in Figure 3.3, highlights the key processes that were found to be central to delivering knowledge management processes. It identifies six sequential processes. It begins with the identification, acquisition and development of knowledge and continues with the distribution and preservation of knowledge and concludes with how knowledge is used. There are two other processes in the outer cycle, knowledge goals and knowledge assessment, which provide the direction to the whole knowledge management process. Knowledge goals establish which capabilities should be built on which level while knowledge assessment completes the cycle, providing the necessary data for strategic control of knowledge management.

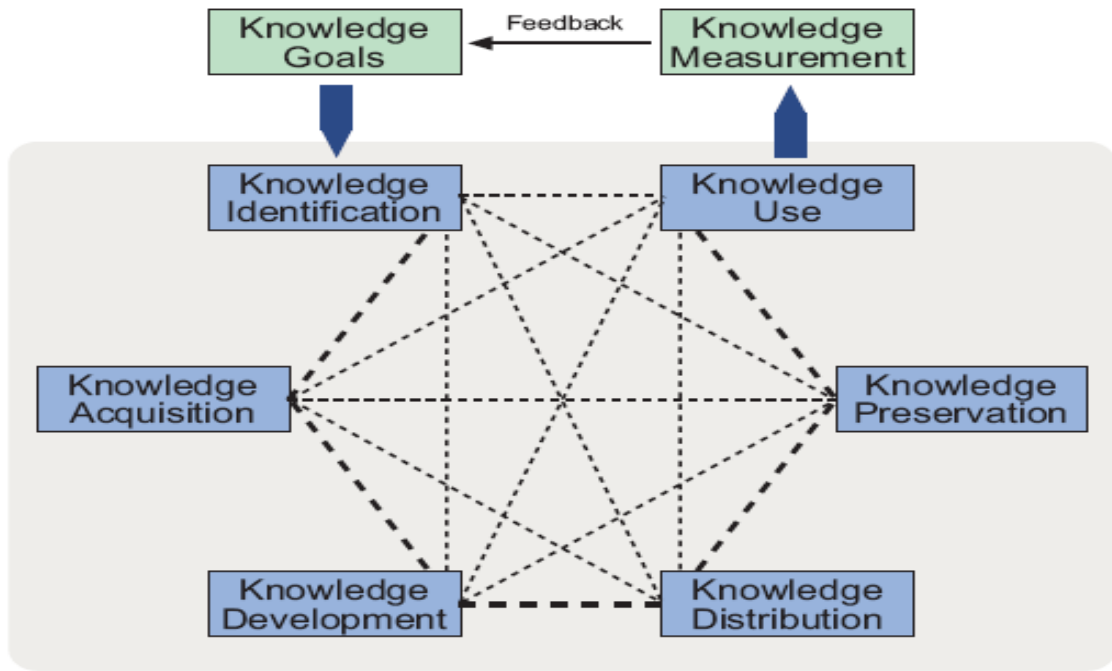


Figure 3 3: Building Block of Knowledge Management

Source: (Probst et al., 2002)

Similarly, McElroy's (2002) model of "knowledge management life cycle" see Figure 3.4 has an important inference to KM, given that in addition to the suggestion of Nonaka and Takeuchi, (1995), it assumes that knowledge exists only after it has been identified, created and only then can it be codified, shared and applied.

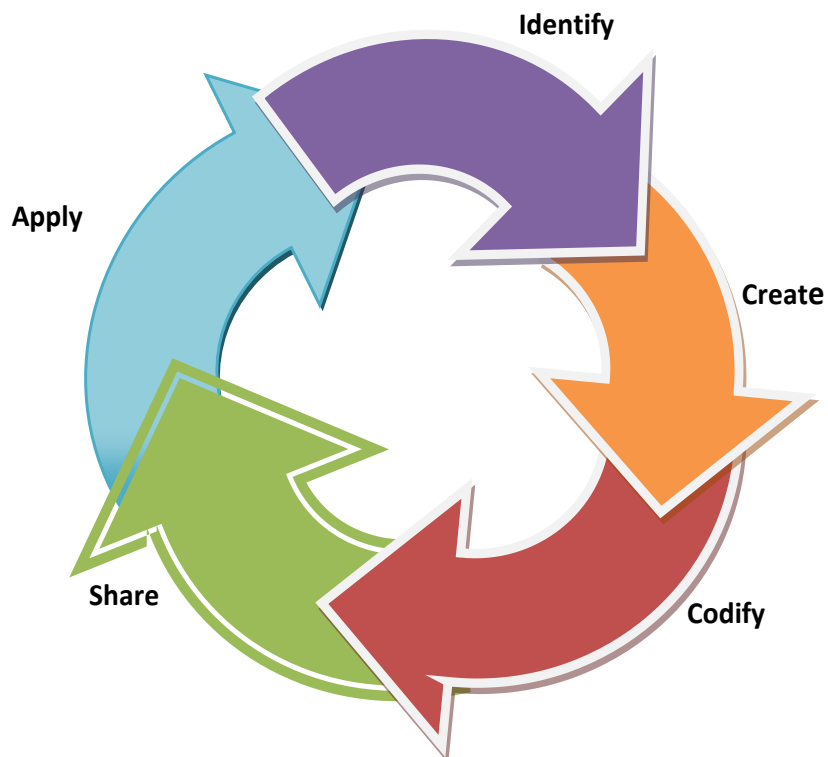


Figure 3 4: Knowledge Management Life Cycle
Adapted from (McEroy, 2002)

Literature reveals that knowledge management processes (identify, create, codify share and apply) are termed differently and are used interchangeably but provide the same meaning. For instance, whilst identify is used to mean creation and capture of knowledge, sharing describes the distribution of knowledge, storing is used to mean packaging of knowledge and apply for the application of knowledge. It is important to note that knowledge management processes are in general very diverse and are presented in a variety of ways as each of the processes are independent and are affected by various factors.

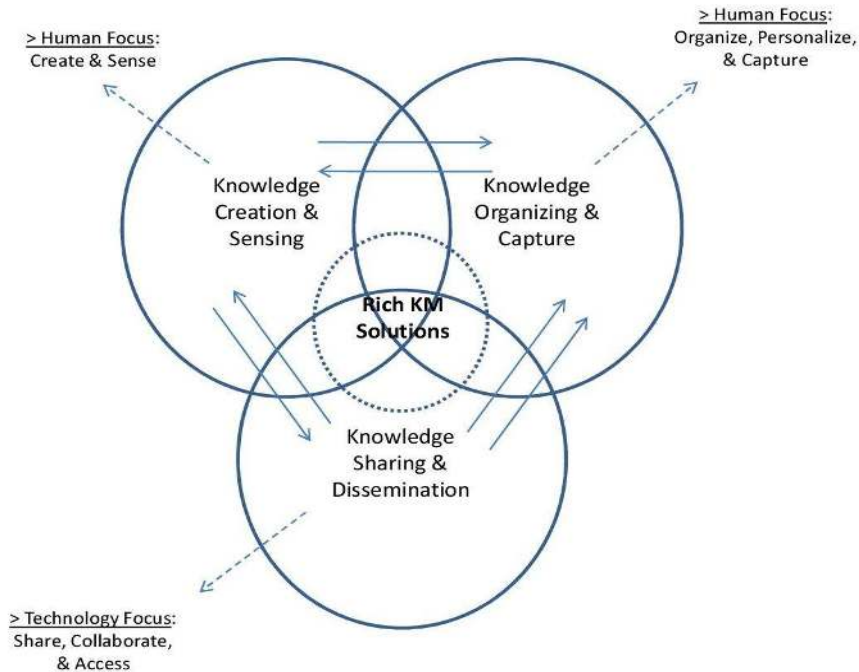


Figure 3 5: Knowledge Management Processes Model

Source: (Botha et al., 2008)

Botha et al., (2008) model in Figure 3.5 provides a more realistic overview of the KM process. The focal point of this model is on managerial initiatives, with the three groups overlapping and interacting with one another. Furthermore, the model shows which groups are people oriented and which are technology focused. Knowledge management is essentially about making the right knowledge available to the right people at the right time. In KM processes, knowledge sharing is perhaps the most vital aspect in this process as the majority of KM initiatives depend upon it. Furthermore, there is no discussion that can be undertaken about knowledge sharing that will treat KM in isolation.

Hence, this research is focusing on knowledge sharing, as this process has been found to be central (Sharples et al., 2002) to the effective delivery of floating support services in sheltered housing for the elderly. Knowledge sharing can lead to the improvement of services and it is an inevitable companion for the achievement of organisational goals. Edvardsson (2008) described knowledge sharing as either push or pull. Knowledge push is when knowledge is "pushed

onto" the user (unsolicited publications and newsletters), while knowledge pull is when the knowledge worker actively seeks out knowledge sources (seeking out an expert, library search and collaborating with a co-worker). Knowledge sharing between teams is central to the provision of floating support services to the elderly living in sheltered housing, as any time saved in providing the support needed is crucial to the wellbeing of the service user. Knowledge sharing, if properly applied and made a vital part of an organisation, can help in saving valuable time exhausted in seeking answers to problems. This is because the knowledge required to solve the said problem is made readily available by the knowledge sharing process.

3.7 Why Knowledge Sharing?

Knowledge management involves several activities and the most commonly discussed activity in the process of knowledge management is knowledge sharing (Ford 2001). Many studies have been undertaken to understand the process of knowledge sharing in an organisation. In this regard, existing research is usually carried out from the perspectives of technology (Zhuge, 2002), behaviour (Lee and Ahn, 2007) and culture (Michailova and Hutchings, 2006). Various authors have described knowledge sharing in different settings. Ryu et al., (2007) define knowledge sharing as the process of disseminating knowledge from one individual, or group, to another within an organisation. Likewise, Xiong and Deng (2008) state that knowledge sharing often starts at individual level and then continue to expand into group and organisational levels. Every employee in an organisation has tacit knowledge embedded in their mind which is difficult to extract directly (McAdam et al., 2007).

The term knowledge sharing is commonly used more often than information sharing, researchers are most likely to use the term "information sharing" to refer to the sharing with others that occurs in experimental studies in which participants are given lists of information, manuals, or programmes. Cummings (2004) described knowledge sharing as the provision of task information and expertise to help others and to work in partnership with others to solve problems, develop new

ideas or implement policies or procedures. Knowledge sharing can transpire via written correspondence or face-to-face communications, through networking with other experts, or documenting, organising and capturing knowledge for others (Pulakos et al., 2003). Knowledge sharing is different from knowledge transfer. Knowledge transfer is the movement of knowledge between different units, divisions, or organisations rather than individuals (Szulanski et al., 2004). In literature, “knowledge exchange” has been used interchangeably with “knowledge sharing” (Cabrera et al., 2006). Knowledge exchange is the two-way traffic from sender to receiver and vice-versa. It has to do with the mutual sharing of knowledge and it is also technology (IT) based.

Therefore, knowledge sharing is the communication of all types of knowledge, which includes explicit and tacit knowledge, the “know-how” and “know-who” or “know that” (Hansen, 2002). It is the exchange of experiences, thoughts and events with a view to gaining more understanding of the phenomenon. On the other hand, Hansen (2002) described knowledge sharing as the provision or receipt of task information, know-how, and feedback regarding a product or procedure. Foss et al., (2010) view knowledge sharing as the exchange of tangible artifacts and verbal communication between individuals in an organisation. However, Christensen (2007) argues that knowledge sharing is a process that is intended to exploit existing knowledge and also of bridging organisational interdependencies. Furthermore, Nonaka (1995) points that efficient knowledge sharing depends on the willingness of individuals to identify the knowledge they possess and to share it when required. Therefore, organisations may remain competitive, in the future, if they embrace knowledge sharing strategies which would involve human and technological network capabilities for exploiting collective expertise and experience (Turban et al., 2006; Sharif, 2008). It is believed that employees' knowledge would not be successfully exploited if knowledge sharing is overlooked.

There is a vast amount of academic literature on knowledge sharing processes and their role in organisations. Some scholars (Cabrera and Cabrera, 2005; Renzl, 2008) support the idea that knowledge sharing in particular is an essential element for organisational success. Renzl (2008) indicates that the ability of an individual in an organisation to share knowledge accelerates the speed at which new products and services are introduced. Many scholars (Xiong and Deng, 2008; Lee and Ahn, 2007; Hariharan, 2005; Ardichvili et al., 2003) have investigated the effectiveness of knowledge sharing and have found it to be dependent on many factors including people, technology, process and management. Knowledge sharing is not only critical to an organisation's success (Davenport and Prusak, 1998); it provides an opportunity for faster knowledge dissemination within an organisation, thereby enhancing performance and productivity (Syed-Ikhsan and Rowland, 2004). Nonetheless, the difficulty associated with knowledge sharing is convincing, coercing and directing individuals within an organisation to share their knowledge (Gupta et al., 2006). In addition to the difficulty of knowledge sharing, identifying existing knowledge that is external to the organisation and lack of time or reward prevents individuals from sharing knowledge in organisations (Turban et al., 2006).

Therefore, knowledge sharing in the context of this research is the exchange of expertise, experiences, information and verbal communication between the housing provider, who provides floating support services, and adult social services for the effective delivery of floating support services. Knowledge sharing can take place between individuals within an organisation or between organisations. However, for the purpose of this research knowledge sharing across organisations (sheltered housing providers and adult social services), forms the core of this research. Whilst this study is organisational specific (from department to department), this is not to say that knowledge sharing from other agencies providing floating support services is not beneficial.

The importance of knowledge sharing in sheltered housing provision has received little attention in literature. In this research individuals with differing expertise and from different organisational units, in the context floating support workers and adult social service workers, work on common tasks (provision of floating support services) which require knowledge sharing to create a network of continuous streams of relevant knowledge and information. Knowledge sharing in the provision of floating support service meets some specific challenges, such as, lack of trust, data privacy and confidentiality, budget restrictions and related security issues, communication and location, as well as rigid hierarchical structures which make the switch of official procedures to networking and sharing of knowledge difficult (Cameron et al., 2010; Sharples et al., 2002).

3.8 Knowledge Sharing Theoretical Frameworks

The different knowledge sharing models and concepts found in literature will be considered as part of the theoretical framework for this research subsequently enabling the development of the framework in this research. This theoretical understanding is important in order to understand which view has the better theoretical support so that this research will be driven by strong theoretical underpinning. Eisenhart (1991) describes a theoretical framework as “a structure that guides research by relying on a formal theory...constructed using an established, coherent explanation of certain phenomena on relationships”. Therefore, the establishment of a theoretical framework serves to incorporate the views and findings of other scholars studying a particular research subject of interest in order to justify a specific research focus and approach (Kumar, 2005). Thus, three theoretical frameworks were employed to develop the framework for this research. The three theoretical frameworks are (a) A Receiver Based Model of Knowledge Sharing (Lichtenstein and Hunter, 2008), (b) Knowledge Management Framework (Gorelick, 2005) and (c) A Framework of Knowledge Sharing Research (Wang and Noe, 2010)

Knowledge is formed by individuals; and knowledge sharing in organisations is achieved through knowledge exchange where existing knowledge is transformed into new knowledge (Nonaka and Takeuchi, 1995). Knowledge sharing in organisations involves knowledge sharing between individuals, between teams and also between organisations. Although knowledge is formed by individuals the background setting of project teams, such as the knowledge that is shared between FSWs and ASSWs, influences individuals' willingness to share knowledge with other members of the team. This research focuses on the related factors, including trust, communication, leadership support, networking and empowerment that help improve knowledge sharing for the provision of floating support in the context of sheltered housing.

Various studies (Ma et al., 2008; Renzl, 2008; Gorelick, 2005) in different study contexts have put forward different models and frameworks for knowledge sharing factors and its implementation in organisations. Hunter and Lichtenstein (2008) developed a process oriented model of knowledge sharing that studied the potential role of receivers in sharer choices. The model, as shown in Figure 3.6, assumes that a person who possesses knowledge provides support by bringing the knowledge of team members to the attention for potential receivers. The receiver is able to understand the knowledge and use it without any other form of communication with the sender. Furthermore, it is assumed that no vital parts of this explicit knowledge are lost in the transfer process and that both sender and receiver derive the same meaning from the knowledge.

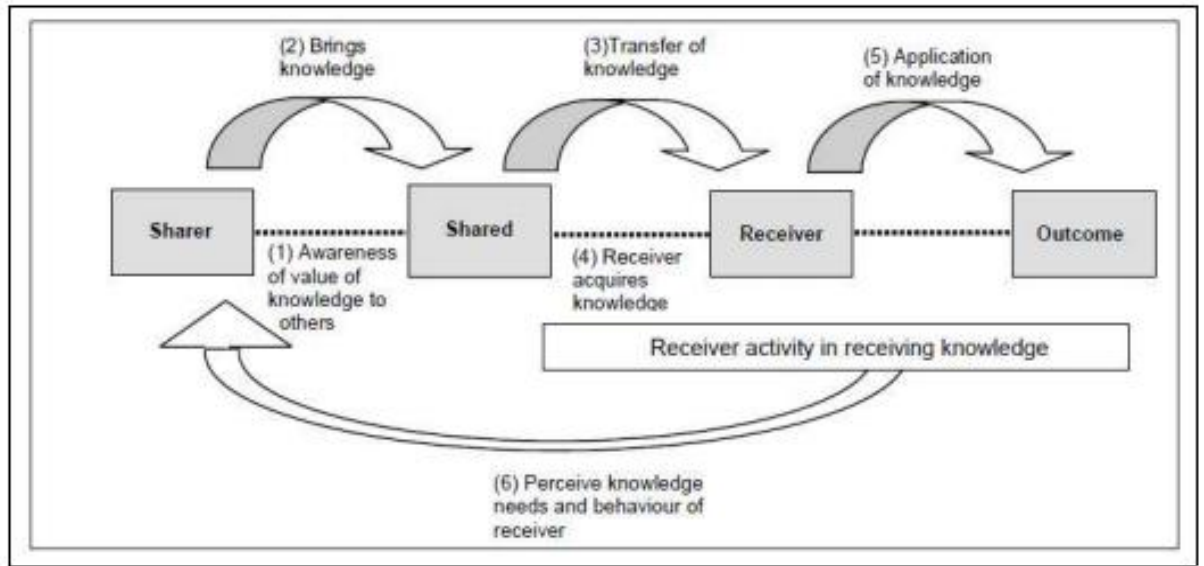


Figure 3 6: A Receiver based model of Knowledge Sharing

Source: (Hunter and Lichtenstein, 2008)

Knowledge is the centre of knowledge sharing. With different levels of codification some knowledge is easier to share while other knowledge is more difficult. According to Ma et al., (2008) three types of knowledge can be shared within a team: technical knowledge, auxiliary knowledge and field knowledge. They posit that the first two types of knowledge are more explicit while the last one is tacit. Auxiliary knowledge includes rules and policies, internal and external documentation, financial and accounting reports, human resource data, instruction manuals, operational procedures and technique documents. Field knowledge includes project proposals, construction work schedules, contracts, budget documents and analysis reports of other projects. Technical knowledge includes technique expertise and managerial expertise which organisation members accumulate in their working life experiences (Ma et al., 2008). However, this research will be looking at the model developed by (Gorelick, 2005) which forms the basis of the knowledge sharing framework developed for this research, as shown in Figure 3.7.

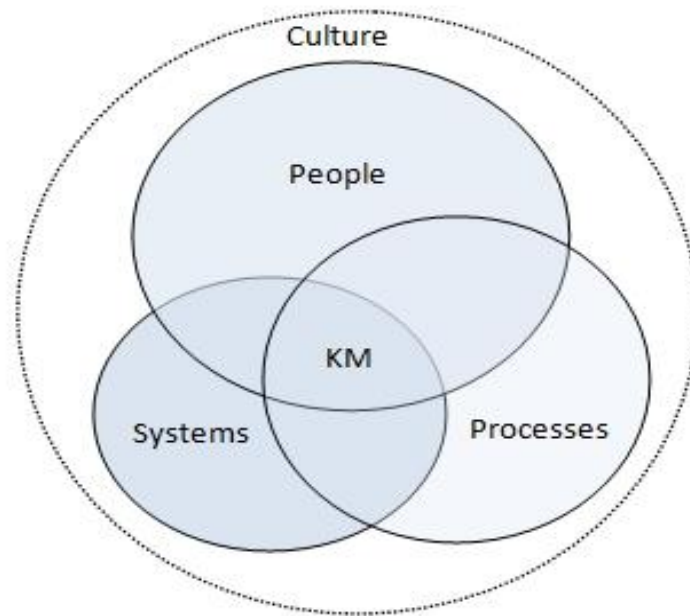


Figure 3 7: Knowledge Management Framework

Source: (Gorelick, 2005)

This framework embeds the organisational culture, where trust and learning are key elements influencing employees' readiness to share their knowledge, learning and errors. The framework shows the interdependence of people, processes and systems embedded within a culture, with people and processes seen as the major factors in knowledge management. According to Renzl (2008), knowledge sharing within organisations and the factors that help knowledge sharing processes are core questions in managing knowledge. However, culture has an influence on all three elements. On people when it comes to the awareness of cultural differences; on processes when it comes to following processes strictly and on systems when it comes to accepting new technologies. As noted in literature knowledge sharing has become a vital element in knowledge management. However, the major challenge is how to change the mindset of individuals from believing that "knowledge is power" to believing that "knowledge sharing is power". Such change is difficult to accomplish and requires continuous training and development of human resources in organisations.

In addition, the framework in Figure 3.8 provides emphasis on areas of knowledge sharing within the context of this research; the issues within each area of emphasis are shown to directly or indirectly influence knowledge sharing through motivational factors. The common dependent variables examined in the literature (knowledge sharing intention, intention to encourage knowledge sharing, and knowledge sharing factors) are presented in Figure 3.8.

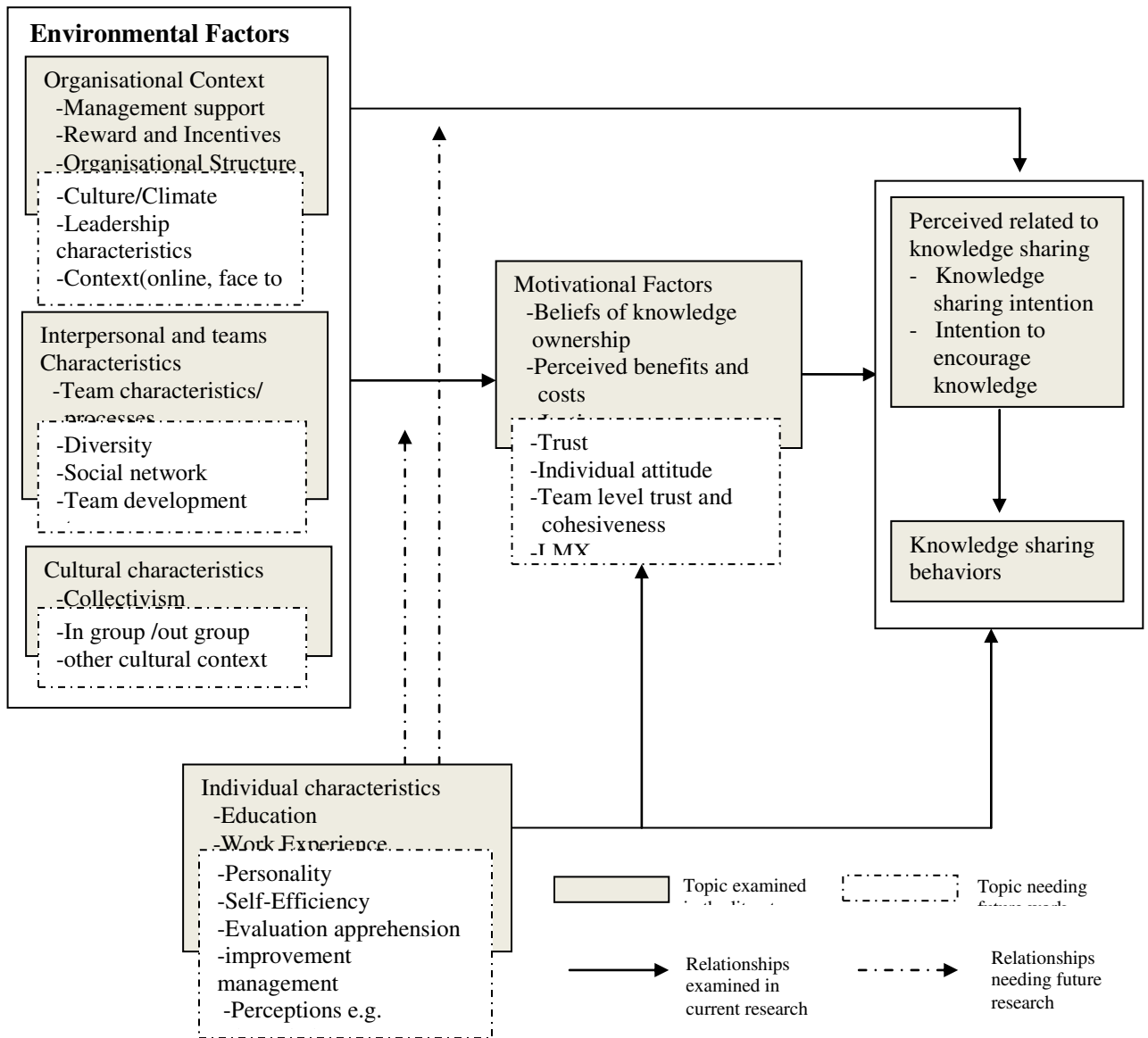


Figure 3 8: A Framework of Knowledge Sharing Research

Source: (Wang and Noe, 2010)

This framework shows a clear process orientation aimed at describing factors for the knowledge sharing processes as well as knowledge-related processes. It has been organised on different levels (organisational, cultural and individual) and by knowledge types who are connected by generic knowledge sharing activities. Previous studies have examined knowledge sharing using socially related factors with the aim of understanding the effect of the socially related factors that influence continuous knowledge sharing intentions within a team. Due to the different nature of knowledge sharing, previous works (Zhang et al., 2010; Ma et al., 2011) have integrated other theories to give a better explanation of what influences knowledge sharing in an organisational setting. Hence, factors such as communication, trust, training, structure, culture, motivation, rewards and incentives, team networking, technology and good leadership structures have been conceptualised to directly influence continuous knowledge sharing among teams in an organisation. Thus, focusing on the three examples the framework provides a better understanding of the critical success factor which influences knowledge sharing. Hence, for this research the focus is to improve the provision of floating support services through effective knowledge sharing practises. Therefore, this review uses an organising framework from previous knowledge sharing research and identifies emerging theoretical and methodological issues which underpin the development of the framework for improved knowledge sharing for the provision of floating support services.

3.9 Mechanisms for Knowledge Sharing

Knowledge-sharing mechanisms are the means by which individuals access knowledge and information from other projects. Boh (2007) defined it as the formal and informal mechanisms for sharing, integrating, interpreting and applying know-what, know-how, and know-why embedded in individuals and groups that helps improve the performance of project tasks. Hence, a knowledge sharing mechanism is any planned, management-supported practice that encourages knowledge flow between individuals or teams in an organisation. In literature there are different types of knowledge sharing mechanisms which influence the

effectiveness of knowledge sharing behaviour in an organisation. Jiang et al (2008) identifies best-practice sharing, corporate newsletters and transfer of employees as some of the knowledge sharing mechanisms. The commonly used knowledge sharing mechanisms are team work (Al-Alawi et al., 2007), informal chatting (Newell et al., 2006), storytelling (Fong and Chu, 2006), meetings, project briefings and reviewing sessions (Berends et al., 2006), brainstorming and collaborative problem solving (Huang and Newell, 2003), information technology based mechanisms such as teleconferencing, newsgroups, e-mail, Wikis, web-based discussions and knowledge sharing boards (Jones and Borgman, 2007) and training (Garrett and Caldwell, 2002). Some scholars compared the effectiveness of knowledge sharing mechanisms (Newell et al., 2006) and concluded that informal person-to-person knowledge sharing is more effective than technology based mechanisms in sharing knowledge in project teams.

Past research has indicated that different types of knowledge require different types of mechanisms. Chiesa and Manzini have (1996) noted that different information will be needed at different stages and as such mechanisms are likely to differ from stage to stage. Chai (2000) characterised knowledge sharing mechanisms into "Reach" and "Richness". Reach refers to the number of receivers that a mechanism can communicate with at a time and the degree to which the mechanism can overcome geographical, temporal and functional barriers. Richness refers to the amount and the varieties of information that a mechanism can transfer at a time. Chai (2000) further states that the two characteristics may affect the suitability of a knowledge sharing mechanism at different stages of sharing because of the desired outcome of the particular stage. At the awareness stage, management would like to have numerous employees who know about the existence of certain knowledge. As such, mechanisms that have a high capacity to reach many people, regardless of their function, geographical location and seniority, compared to those that have a lower capacity, and are more likely to be used at the awareness stage.

Many authors (Mack et al., 2001; Artail, 2006; Fong and Chu, 2006) have shown that information technology, as a knowledge sharing mechanism, is an effective technique to store, manage and use information in an organisation. In addition, it provides the process to help both the organisation and user to capture, store, organise and share knowledge effectively within and across communities (Mack et al., 2001). Hence, it seems intuitive to relate knowledge sharing mechanism to information technology since they are considered to be tools to revolutionise access to information and knowledge (Cloete and Snyman, 2003). Undoubtedly, information technology enables individuals to access a huge amount of information and knowledge within an organisation. As such the ability to seek information through various retrieval mechanisms and the ability to evaluate the information have become key requirements for the success of any knowledge sharing mechanism (Tabatabai and Shore, 2005).

Some writers (Wenger and Snyder 2000; Wasko and Faraj, 2005; Kimble et al., 2008) identify “community of practices” as a knowledge sharing mechanism. In communal settings members of a team will identify with each other's interests, goals and value their membership and interactions for their own sake. Thus, for example, in the context of this research support workers providing floating support service meet formally or informally to share insights and know-how in order to improve the lives of the elderly living in sheltered housing. This sharing usually has a high level of intrinsic motivation and because members feel a part of their community there is high level of identification-based trust. Exchanges thus are not primarily instrumental even though they may contain valuable job-related knowledge.

The literature provides evidence that there are variations in the usage of knowledge sharing mechanisms across different organisation. For instance, in the provision of floating support services, Jones et al., (2010) found that the mechanisms commonly used by FSWs and ASSWs are meetings, emails, phone calls, teleconferencing, discussion forums, informal chatting, teamwork and storytelling where web-based discussions and the internet are seldom`m

used. Bartol and Srivastava, (2002) classify knowledge sharing mechanisms into four different broad categories namely; individual contribution to databases, formal interactions within and between teams, knowledge sharing across work units and knowledge sharing through informal interactions. In general, the review of literature provides proof of several different mechanisms to facilitate knowledge sharing from source to target which provide convenience and flexibility in terms of time and place. However, De Meyer (1991) argues that face-to-face meetings should be given priority to choose when starting a new project because it facilitates in building up confidence and rapport in teams. In the literature there is a lack of an overall theory which addresses how different mechanisms should be used at different stage of knowledge sharing.

3.10 Ontologies of Knowledge Sharing

Knowledge management is closely connected to the applications of information technology (IT) and cannot be discussed without a good analysis on the usefulness of Information technology and solutions frequently used. The most common approaches to KM seem to be technology-oriented; they are used to highlight the explicit nature of knowledge, which can be stored in repositories, manipulated and transferred via information and communication technologies. Technologies that can support creation, transfer, application and sharing of knowledge have been described in many ways (Nonaka et al., 2001; Jashapara, 2004; Becerra-Fernandez et al.,2004) but the processes identified differ widely, hindering a more general understanding. This is as a result of the dynamics of technology in general, which is developing at an increasing speed in different areas, but also to the complexity of the KM, which includes conflicting perspectives on knowledge. The literature suggests that the most important knowledge assets are people and organisational artefact. Knowledge sharing is frequently subjected to many challenges. Individuals are faced with the issue of tacit knowledge that is difficult to capture and structure and; explicit knowledge, due to the quantity, complexity and unstructured content. As a result of the volume of these information resources, organisations have boosted the potential for electronic knowledge acquisition and sharing. Schreiber et al., (2000) points

that “ontologies” play a key role in the growth area such as knowledge management. Ontologies are technology tool used to describe the semantics of information processing and for a selective, faster, and meaningful user access. They provide a shared and common understanding of a domain that can be communicated across people and application systems, and thus facilitate knowledge sharing and reuse. (Fensel, 2000; Borst et al., 1997). It defines a framework of objects and relationships that exist in various value chains of the KM domain, filtered to a specific level of detail and measures.

Ontologies can be designed with increasing levels of formality, from simple glossaries to carefully formalised logical theories. The present uses of ontologies include application integration, categorization of products in e-commerce, organization of content in web sites, structured and comparative searches of digital content, development of information systems, product configuration in manufacturing and standard vocabularies in expert domains (McGuinness, 2002). In the context of this research, knowledge sharing between the FSW and ASSW includes both tacit knowledge (experiences, expertise and perception) and; explicit knowledge (support plans and case note files). The explicit knowledge is documented in central data based, which contains a large variety of structured and unstructured documents such as (client details, support plans and case note files and referral outcomes). These documents are not integrated into a single repository. They are created in different places, in different formats and often not disseminated to the right places. Also, there is no general terminology (i.e. ontology) that guarantees an integrated usage and understanding of these documents. “Ontologies” is a discipline of philosophy that studies the categories of things (information and knowledge) that may exist in a given domain. Noy and McGuinness (2001) have identified process of developing ontologies which includes determining the domain and scope of the ontology; considering the reuse of existing ontologies; listing important terms; defining classes and their hierarchy; defining properties of classes; defining restrictions on properties and listing examples in classes.

There are quite some work done in this area, but these works is mainly looking at it in term of knowledge capture. They are looking at it from the angle of capturing, storing and classification of knowledge but this is not the essence of my work, and those who are interested may want to look at the works of (McGuinness, 2002; Uschold and Gruninger, 2004). Since the aim of this research is to identify the CSF of knowledge sharing, mainly the usage of it to facilitate understanding and sharing between FSWs and ASSW, and not the capture of knowledge using computers, the high degree of formality described in the process of “ontologies” of knowledge is not required in this research. Notwithstanding, ontology may provide useful guidance for practitioners, in different context, either by suggesting appropriate combinations of technologies, or can be used to facilitate common understanding and sharing of knowledge in a particular domain.

3.11 Knowledge Sharing Limitations

There are various difficulties in the process of knowledge sharing. Knowledge sharing is rooted in a certain cognitive and behavioural context. It is also disproportionately distributed in any organisation. Often, individuals who possess the knowledge are not disposed to sharing it without expecting reciprocity, as resources are limited and scarce (Davenport and Prusak, 1998; O’Dell and Grayson, 1998). Knowledge sharing is voluntary (Ipe, 2003) and efficient knowledge sharing depends on the willingness of individuals to identify the knowledge they possess and to share knowledge when required (Nonaka, 1995). Knowledge sharing involves direct commitment from both giver and receiver. If the knowledge giver is not aware that someone in the organisation would be interested in the knowledge he or she possesses, he or she will not actively share this knowledge. Similarly, if the potential receiver is not aware of the existence of a particular piece of knowledge, she or he will not be able to seek it (Stoddart, 2007).

Some of the limitations to knowledge sharing are believed to be opportunistic behaviour (Nicherson and Zenger, 2004), lack of trust between knowledge senders and receivers (Abrahms et al., 2003; Borgatti and Cross, 2003), no records of where knowledge is located (O'Dell and Grayson, 1998) and the epistemologically different faces of tacit and explicit knowledge (Nonaka and Takeuchi, 1995; Szulanski, 2003). Consequently, the enhancers of knowledge sharing are believed to be the creation of a knowledge sharing culture (Davenport et al,1998), increased organisational efficacy (Cabrera and Cabrera, 2000) and the introduction of knowledge brokers establishing a link between senders and receivers of knowledge – to mention just a few.

The limitations to knowledge sharing also relate to the different faces of knowledge. The knowledge being shared could take different forms; it could be organisational knowledge, tacit knowledge or explicit knowledge. Knowledge could reside with individuals or be embedded within the organisational routine and guidelines (Hinds and Pfeffer, 2003). Hence, the fundamental limitations to knowledge sharing within an organisation are caused, not only by not being able or willing to share knowledge, but on the organisational structure in which knowledge sharing is embedded. Furthermore, the limitations to knowledge sharing could also include not being aware of possible knowledge repositories or not being able to exploit knowledge repositories (Cross and Parker, 2004).

3.12 Critical Success Factors (CSFs) for Knowledge Sharing

Critical success factors (CSF) are viewed as those activities and practices that should be addressed in order to ensure successful implementation of knowledge sharing in an organisation. According to Saraph et al., (1989) they are those critical areas of managerial planning and action that must be practiced in order to achieve effectiveness. While Rockart (1979) defined them as “areas in which results, if they are satisfactory, will ensure successful competitive performance for the organisation”. Identifying CSFs is useful as it provides researchers and practitioners with the basic requirements for implementing a successful KM initiative and building successful knowledge sharing practice among teams.

Many authors have attempted to draw up a comprehensive list of critical success factors for successful implementation of knowledge sharing in different study contexts. Bishop et al., (2008) in their study identified leadership, rewards, information technology, communication and culture as the important critical factors for effective knowledge sharing in a UK-based construction industry. Similarly, Alawi et al., (2007) in their study of organisational culture identified, trust, communication between staff, information systems, reward systems and organisational structure. Furthermore, Kyriakidou, (2004) and Wong, (2005) in their study of a pharmaceutical organisation, identified leadership by senior management, information technology, reward and motivation, organisational culture and structure and training to be the critical success factors for effective utilisation of knowledge sharing in the organisation.

3.12.1 Management Leadership and Support

Management leadership plays a key role in ensuring the successful implementation of knowledge sharing (Kyriakidou, 2004). It is also seen as an essential driver for business activity in an organisation. Wong (2005) states that leadership roles that manage change, motivating and maintaining employees' morale creates a culture that encourages effective knowledge sharing in an organisation. Therefore, support and leadership by senior management could be crucial for the effective sharing of knowledge between employees.

3.12.2 Motivation

Some studies, for example, (Syed-Ikhsan and Rowland, 2004) note different effects of motivation on knowledge sharing. Much of an organisation's most valuable intellectual asset is embedded in the minds of its employees (Amar, 2004), and knowledge sharing can be managed only through enthusiasm that excites the deepest parts of the employees' minds. Subsequently, if employees are not motivated to share their knowledge, no amount of investment, infrastructure and technological intervention will make an organisation effective.

Hence, motivation could arguably be an important factor for effective knowledge sharing between individuals in an organisation.

3.12.3 Reward and Recognition

Reward and recognition have been identified as key to effective knowledge sharing in organisations (Al-Alawi et al., 2007) Individuals working in an organisation expect to be recognised and rewarded for sharing their expertise with others within the organisation. Therefore, it would be naive to assume individuals in an organisation will be willing to share their knowledge with other colleagues without considering the implication and benefits of their action. Knowledge sharing between groups will strengthen if they are recognised and rewarded for their efforts (Xiong and Deng, 2008).

3.12.4 Trust and Relationships

Dulaimi (2007) points out that mutual trust can facilitate knowledge sharing which can then increase effective collaboration between individuals in an organisation. Hansen (2002) also states that pre-existing relationships among individuals in an organisation is a factor that can aid easy knowledge sharing amongst individuals. Team members require the existence of trust in order to respond openly and share their knowledge (Politis 2003). Lack of trust between individuals in an organisation creates suspicion and skepticism, as not knowing the intentions of another individual will not encourage knowledge sharing.

3.12.5 Communication and Staff Training

Some authors, such as (Zakaria et al., 2004; Xiong and Deng, 2008) have indicated in their studies that effective communication, as well as staff training is critical for effective knowledge sharing among individuals in an organisation. Communication refers to interaction between individuals, through oral conversations or body language to exchanging ideas. Training is usually provided to employees and through such training they have a better understanding of the concept of knowledge sharing (Moffeff et al., 2003). It also provides a common

language and perception of how they can define and think about knowledge (Wong, 2005).

3.12.6 Technology and Information system

Technology and information systems play a major role for easy access to information and effectively spreading information from experts to novices (Goh 2002). Whitten et al., (2001) also describe information systems as an arrangement of people, data and processes that interact to support daily operations, problem solving and decision making in organisations. Some authors (Leug, 2001; Artail, 2006) have noted that effective knowledge sharing between employees is dependent upon technology and information availability in an organisation. In order to share knowledge effectively with different groups, individuals are able to use information technology systems to facilitate knowledge sharing through knowledge repositories. Access to information technology systems enables expertise to be shared electronically. Whilst technology and information systems enable rapid search, access and retrieval of information it also supports collaboration and communication among organisational members to create and share knowledge within an organisation.

3.12.7 Organisational Structure

An organisational structure provides a picture of organisational life. It also provides guidance in determining who people interact with in conducting organisational tasks (Rapert and Wren, 1998). Formal and centralised structures often dampen knowledge sharing successes, while more flexible and informal structures facilitate knowledge sharing. Similarly, Gold et al., (2001) point out that formal organisational structure inhibit interactions among employees, yet those interactions are vital to the effective sharing of knowledge. Syed-Ikhsan and Rowland, (2004) argue that knowledge sharing prospers with structures that support ease of information flow with fewer boundaries between divisions. Flexible and informal structures facilitate internal communication within an organisation, enhance people's willingness to cultivate a critical attitude in

interpretation of information and encourage individuals to share knowledge. Hence, a decentralised organisational structure encourages collaboration between individuals in an organisation, and thereby, encourages individuals to share their knowledge.

Table 3 5: Critical Success Factors of Knowledge Sharing

Critical success factors of Knowledge sharing	Statement	Source
Management and leadership	It helps to steer change , motivate and maintain employees' morale and create a culture that encourages effective knowledge sharing in an organisation	Kyriakidou (2004) Wong (2005)
Motivation	Motivation plays an important role in the sharing of knowledge.	Syed-Ikhsan and Rowland, (2004) Amar (2004)
Reward and Recognition	Individuals working in an organisation expect to be recognised and rewarded for sharing their expertise with others within the organisation.	Al-Alawi et al,(2007) Xiong and Deng (2008)
Trust and Relation	Mutual trust can facilitate knowledge sharing and increases collaboration	Dulaimi (2007) Hansen (2002) Politis 2003).
Communication and training between staff	Communication as well as staff training is critical for effective knowledge sharing among individuals in an organisation.	Zakaria et al., (2004) Xiong and Deng (2008) Moffeff et al,(2003) Wong (2005)
Technology and Information system	Technology and information systems aid effective knowledge sharing.	Goh(2002). Whitten et al,(2001) Leug (2001) Artail (2006)
Organisational structure	knowledge sharing prospers with structures that support ease of information flow with fewer boundaries between divisions.	Rapert and Wren (1998) Gold et al,(2001) Syed-Ikhsan and Rowland (2004)

The success of a KM initiative depends on many factors as some authors have identified, based on various study contexts as summarised in Table 3.5, the critical success factors that can aid and lead to effective knowledge sharing between individuals in an organisation. Knowledge sharing scholars (Ardichvili, 2008; Wasko and Faraj, 2005) suggested that to understand how to encourage individuals to share their knowledge requires the understanding of members' motivation (personal factor). Knowledge sharing between FSWs and ASSWs is based on professional acts to provide the requisite services to the services user in sheltered housing which in the context of the research is elderly people living in sheltered housing. Ardichvili (2008) points out that knowledge sharing is a complex behaviour that needs to be explained by using three categories of enablers—personal, social and technological. In the provision of floating support services, most of the time floating support workers often communicate with adult social services workers whom they do not know. Hence, understanding the influence of contextual factors, such as trust, motivation, rewards and incentives, training and communication and technology, plays an important role in promoting individuals' willingness to share knowledge. As well as trust, knowledge is shared through the use of an ICT platform. According to Usoro et al., (2007) individuals perceived that an ICT platform is important to encourage members to contribute what they know. However, the effective implementation of knowledge sharing is controlled by certain factors. Understanding what these factors are can improve knowledge sharing practices between teams. Therefore, this research believes that incorporating these factors might give a broad understanding of what determines continuous knowledge sharing intentions in the provision of floating support services. While these factors apply in some degree to most businesses, the ranking of each will vary as each organisation is different and in some organisations there will other factors, not spelled out, as knowledge sharing is context specific.

3.13 The Challenges of Knowledge Sharing in Organisations

Knowledge sharing has its challenges. Some knowledge is very easy to access and cheap to harness, while other knowledge is locked away in people's minds and difficult to apply successfully (Sallis and Jones, 2002). The crucial form of knowledge, tacit knowledge, has been observed from many viewpoints, as without a clear direction and action. Mooradian et al., (2006) argues that tacit knowledge has a specific role in managing knowledge: as it is a factor in knowledge sharing that explains or predicts the difficulty of sharing. Consequently, when individuals are asked to share knowledge, they often do not know what requires sharing and that generates little interest. Knowledge sharing happens between individuals within an organisation through the processes of socialisation, education and learning. Knowledge sharing is not just about the exchange of information and using a communication tools and; it is also about the individuals who use the systems (Roberts, 2000). According to Mooradian et al., (2006) identifying the relevant tacit knowledge can differ on a scale of easy to practically impossible, where some tacit knowledge is easier to express in natural or formal language than other kinds of tacit knowledge. Hence, two important points that sum up knowledge sharing challenges in organisations are social challenges and individual challenges. The social challenges that affect knowledge sharing according to (Disterer, 2003) include language; conflict avoidance; bureaucracy and hierarchy; and incoherent paradigms. Renzl (2008) noted that knowledge sharing is based on the process of interaction between individuals and it needs cognitive structures, whereas Haldin-Herrgard (2000) argued that knowledge, especially tacit knowledge, is held in a non-verbal form so it is hard to provide a useful verbal explanation to another individual.

Disterer (2003) identifies individual challenges including: revelation; uncertainty; unconsciousness; motivation and viewing knowledge as personal power. In organisational setting individuals often hoard knowledge due to worrying negative influences about their status and reputation; this makes knowledge sharing difficult to put into practice (Al-Hawamdeh, 2003). Knowledge involves cognition

and awareness which is highly dependent on individuals' perception. Thus, perception is one of the main difficulties in sharing knowledge (von Krogh et al., 1998). According to Norris et al., (2003) knowledge itself is subjective and experience-based involving intangible factors such as personal belief, and perspective and instinct which are difficult to express in words, sentences, and formulae.

Organisations play an important role in knowledge sharing processes. However, the sharing of knowledge remains a major challenge to an organisation as some employees are unwilling to share their knowledge, ideas and expertise with others in the organisation. Cabrera and Cabrera (2002) note that knowledge sharing, on the surface is a desirable goal, but in practice it frequently fails as a result of troublesome concepts. A number of knowledge sharing challenges have been identified by various authors in literature which include knowledge tacitness (Haas and Hansen, 2007), perceptions of competition by the knowledge provider (Riege, 2005), limited absorptive capacity of knowledge receivers (Szulanski, 1996) and lack of trust between providers and receivers (Levin and Cross, 2003). In principle, some individuals believe their knowledge and expertise should be given in exchange for financial reward or promotion. Additionally, there is an overriding fear that someone else will take credit for their work and ideas leading to a sense of mistrust. Similarly, the knowledge provider may be held accountable if anything goes wrong as a result of sharing their knowledge. Sometimes, there is the fear that by asking individuals to share their expertise, they may be seen as being incapable of carrying out their job role. Chi-Hong (2010) identified time wasting as one of the challenges of knowledge sharing as an individual's daily work life is laden with deadlines, staff management and project objectives. More often than not some individuals view knowledge sharing as an exasperating waste of time and unproductive to their work schedules. The issue of trust also plays an important role in people's willingness to share knowledge. However, individuals might feel threatened if they share knowledge and expertise with colleagues, which can result in a defensive attitude when they are asked to contribute to knowledge-sharing activities. Several studies (Ojha, 2005; Riege ,

2005) observed that age also plays a role in the need to share knowledge. They noted that the more age compatible a team was, the more likely the team would engage in effective knowledge sharing. However, there will often be teams where age diversity is present and where older members of staff may feel threatened by younger employees who they consider to be rivals. According to Renzl (2008) and Wang and Noe (2010) trust between employees influences knowledge sharing behaviour and reduces the fear of losing one's unique value in the knowledge sharing process. Knowledge sharing is seen as a creative process, where new knowledge is produced as individuals engage in discussions and combines their knowledge.

Knowledge sharing, at an individual level, is important in order to maintain an organisation's performance and gain competitive advantage. Without exception, in the provision of floating support services, and to provide efficient services to the elderly living in sheltered housing, it is necessary that floating support workers share knowledge to provide FSS to the elderly living in sheltered housing. However, knowledge sharing outcomes depend on the type of knowledge shared as well as the relationships between individuals and groups involved in the knowledge sharing process: in this case the FSWs and ASSWs. Across organisations, collaboration should be used for adding value as well as creating new value; as knowledge sharing is highly dependent on effective ongoing collaboration. As a result, MacNeil (2004) summarises that knowledge gained through a teams' knowledge sharing process could provide core competence for the organisation.

3.14 Knowledge Sharing Benefits to the Provision of Floating Support

Services

The term “knowledge” has been described as understanding something with degree of familiarity that is obtained through the process of experience, association, contact or appropriate study (Awad and Ghaziri, 2004; Mohanty et al., 2006). Knowledge is recognised as a key strategic resource for the individual, and is also considered to be a source of sustainable competitive advantage (Drucker, 2001). It is however worthy to note that knowledge is not just made up of the explicit type which is easily documented and archived. There is also the tacit knowledge, which exists without being stated. It is equally important to note that individuals within an organisation possess vital skills, knowledge, competencies from previous jobs, which could provide innovative solutions to their new projects. Knowledge sharing is vital for the success of any organisation as effective knowledge sharing practices enable reuse and regeneration of knowledge at individual as well as at organisational level. According to (Wasko and Faraj, 2005; Egbu et al., 2001) knowledge sharing is the process by which an individual imparts their expertise or understanding to another individual to enable them better perform their role. This is an important part of knowledge management. Davenport and Prusak (1998) have defined knowledge sharing as a process that involves exchanging knowledge between individuals and groups. Nevertheless, it remains unclear why and how knowledge sharing happens; as normally people are not always keen to share their expertise. Yet, regardless of its mystery, knowledge sharing is a vital process in order to achieve a competitive advantage and for the success of an organisation.

However, in the context of this study, knowledge sharing is the sharing and exchange of information, processes and procedure between floating support worker and officers from adult social services in order to efficiently and effectively provide the needed support tailored to the needs of the elderly living in sheltered housing. Knowledge sharing is a mutually dependent process involving an

exchange of information whereby a floating support worker gives something of value and receives something of value. The role of knowledge sharing is to improve the provision of knowledge so that each employee can access and use internal information and knowledge. The knowledge sharing process between FSWs and ASSWs can be divided into the following areas: individual knowledge, the exchange of knowledge among team members, the understanding of knowledge and the knowledge innovation of the organisations. Knowledge-sharing between FSWs and ASSWs is not just a document archiving and lending process. It requires each team member to be good at learning from their own past experiences, systematically and objectively evaluating their action and then relating the lessons learned for the general benefit of colleagues, which is the key to changing experience into knowledge. The concept of knowledge sharing has gained an enormous interest and sheltered housing providers are keen to understand, identify and explore the benefits of facilitating knowledge sharing. Knowledge sharing occurs explicitly when, for instance, a floating support worker communicates with other agencies about a practice or procedure that improve services and performance. The SECI model, as detailed in section 3.4.1, argues for the importance of face-to-face meetings to establish the basic sharing of tacit knowledge, which is the primary building block of the SECI process. Floating support workers carry out crisis intervention work and multi-disciplinary perspective as clients often have multiple needs; where an elderly living in sheltered housing requires a new grab rail or need new shower installed or requires day centre facilities to be arranged. There is a continuous flow of knowledge between FSWs and ASSWs through socialization (tacit to tacit), as noted in the SECI model. This dimension of knowledge involves the process of sharing of tacit knowledge through face to face or shared experiences. Given that tacit knowledge is difficult to formalise and often space and time specific, it can only be acquired through shared experience.

Commentators suggest that floating support teams work in partnership with other agencies including Social Services and Community Mental Health Teams (CMHT) and other statutory services (Cameron, 2010; CLG, 2010). However,

Sharples et al., (2002) observed that there is lack of communication and knowledge sharing between floating support workers and other agencies, such as adult social services, which in effects means that service users are not getting a holistic service. While individuals providing floating support service have the skills and knowledge to carry out their duties, they are also expected to draw on the specific expertise of colleagues where appropriate. These services are multi-disciplinary in the sense that the floating support workers need to know where to sign-post service users and how to broker access to other services. Knowledge sharing is the central part of continuous improvement processes and if applied to the floating support service will enhance the quality of services being provided.

Hence, knowledge sharing, at its most basic level, involves the processes through which knowledge is channeled between the giver and the receiver. However, knowledge can be embedded in different structure of an organisation (Egbu and Robinson, 2005), such as the technical tools, in the people and their skills, the routines and as well as systems used by the organisation. Knowledge sharing between employees in an organisation provides many benefits, which allow the organisation to build on past experiences, develop new ideas and avoiding past mistakes, thereby improving productivity and performances; and improved collaboration amongst the employees which helps individuals and groups in decision-making, problem-solving and coordination of activities to achieve goals. (Reid 2003; Cyr and Choo, 2010). Floating support workers may be knowledge facilitators or brokers of knowledge between a giver and the receiver; this effectively means that they act as link to a network of support, which is the communication and sharing of knowledge to other agencies such as adult social services, which is obtained through the process of support plan agreed with the services user, which helps in adding value to providing a tailored support to the service users.

The objective of knowledge-sharing process in sheltered housing for the elderly is to share knowledge successfully with other agencies in order to effectively provide the needed services to the elderly. According to Reid (2003), knowledge

sharing provides an avenue for an organisation to generate solutions and efficiencies that provide a business with a competitive advantage. However, Cyr and Choo (2010) argue that it requires time and effort to share knowledge. There is also the fear of losing knowledge and some doubt on how the knowledge is used by others. Numerous studies (Egbu et al., 2001; Riege 2005; Harris 2006; Cyr and Choo 2010) have discussed the benefits of knowledge sharing to the success of an organisation in different contexts. Knowledge sharing also provides an avenue where sophisticated ideas, insights and information sources are applied to problems resulting in better solutions. While knowledge sharing improves bonds and connections between professionals, it also brings emotional relief and decreased tension experienced when problems are shared. It enhances effectiveness and efficiency by spreading good ideas and practices. According to Egbu and Robinson, (2005), processes such as knowledge generation, dissemination and sharing are seen to be important aspects of a knowledge economy. There is a growing recognition that much more attention needs to be paid to knowledge sharing in the form of ensuring the availability and accessibility of accurate and reliable information when required. Hence, effective knowledge sharing practices should improve communication and collaboration between floating support workers and other agencies. Knowledge sharing between floating support worker and adult social services is therefore a key factor in implementing effective floating support services for the elderly in sheltered housing. Hence, by creating a knowledge sharing opportunity, using information technology, building up a knowledge sharing culture and other means, housing providers build up their organisational knowledge sharing mechanisms.

3.15 Summary of Chapter

This chapter presents a review of literature on knowledge management and knowledge sharing within the context of the service industry. There are many reasons why knowledge sharing fails. Some of these relate to lack of trust and poor communication while others are lack of incentive, poor leadership support and rigid organisational structures. This chapter has also identified various CSFs in different study context and noted the role of knowledge sharing in the context of the provision of floating support services. It acknowledged that the right mix of knowledge sharing practices is important; such as rewarding employees for participating in KM initiatives, training employees and appraising their performances in the knowledge sharing processes. These will influence employees' willingness to participate in knowledge sharing initiatives by creating an environment conducive to knowledge sharing. The next chapter discusses the research design and methodology adopted for the study.

CHAPTER FOUR

RESEARCH METHODOLOGY AND DESIGN

4.1 Introduction

This chapter describes the methodology and methods used to study the CSFs of knowledge sharing to improve the provision of floating support to the elderly people living in sheltered housing. The study aim is to identify and document knowledge sharing factors that aid the provision of floating support services in the context of sheltered housing for elderly people. Consequently, the study is designed to document these factors and to do so it concentrates on case studies within housing associations and councils who are currently providing floating support services to the elderly in sheltered housing. The study's methodological position is explained and justified, followed by a description of the research philosophy and continues with an explanation of the research strategy, design and methods of data collection and data analysis methods employed by the researcher; including a justification for the choice of case study as the research method. The sampling method used by the researcher is discussed, and finally, the ethical approach to the research and a summary of the chapter is presented.

4.2 Research Paradigm

Research is built upon and defined by assumptions and a researcher carries out his or her research based on certain beliefs and assumptions on how social reality is interpreted and understood. The stronger the assumptions the clearer the analysis and research interpretation. These beliefs and assumptions are known as paradigms. The word “paradigm” originated from the Greek word “*paradeigma*”, which means pattern. It was first used by Thomas Kuhn (1962) to represent a conceptual framework shared by a group of scientists which provided them with a suitable model for examining problems and finding solutions. Paradigms provide the direction for the research no matter what methods are used. Kuhn (1970) defines paradigm as “the underlying assumptions and

intellectual structure upon which research and development in a field of inquiry is based". The research paradigm is a simplified pattern that is used to illustrate procedures, processes and theoretical points. Creswell (2009) defined paradigm as a way of thinking, communicating, perceiving and viewing the world. There is a limitation to what can be tested at any one time, as some variable cannot be tested until a specific research paradigm is defined. Similarly, Patton (1990) simply describes it as a way of breaking down the complexity of the real world. While Guba (1990) defines it as an interpretative framework which is guided by "a set of beliefs and feelings about the world and how it should be understood and studied". Dezin (1989) agrees that the paradigm is "a set of beliefs that guide action". Actions in this context are methods used for arriving at results of the phenomenon under study. Therefore, based on the definition, paradigm is how the world works and how knowledge is extracted from the world. It shapes how the researcher thinks, writes and talks about knowledge. It defines the type of questions to be asked and the methodologies to be used in answering the research questions. Hence, the researcher's findings are interpreted and defined by the paradigm adopted.

Creswell (2009) categorised social reality into five paradigms: ontology consideration (the nature of the knowledge under study), epistemology considerations (scope of knowledge being researched), rhetorical considerations (the discourse and use of specific terms), axiological considerations (the philosophical study of value) and methodological considerations (techniques for solving and investigating the phenomenon). These paradigms combine both the deductive and inductive view of the way social reality is interpreted. The interpretation of social reality can either be from a subjective or objective approach, irrespective of the research strategy, be it qualitative, quantitative or the mixed methodology.

In view of the paradigms explained above, the phenomenon that is being investigated comes about as a result of individual dealings with the concept of knowledge sharing (ontology). This has to do with understanding the role of

knowledge sharing in the provision of floating support services in the context of sheltered housing (epistemology). Within the intellectual terminology (rhetoric) in which views on the roles and challenges of knowledge sharing (axiology) are used to understand the social world better in terms of generating knowledge through personal experience (methodology). Having looked at the paradigms that underpin research generally, the following sections outlines the research paradigm chosen and the reasoning behind the choice.

4.3 Justification for the selected Paradigm and Methodology

Several philosophical positions can underpin a research position. Easterby-Smith et al., (2008) suggest that understanding the philosophical issues of the research helps to define and clarify research design. Ontological and epistemological philosophies have been identified as the two main perspectives of social research (Dainty, 2007). Figure 4.1, presents a summary of the underpinning methodological position of this study.

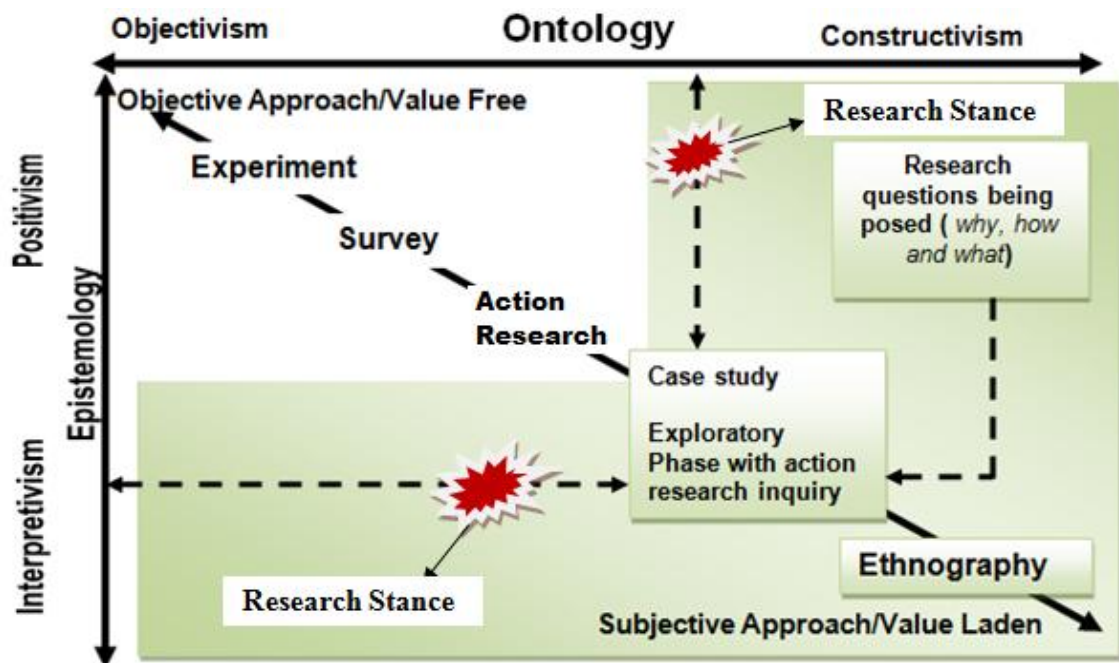


Figure 4 1: Research Methodological Position

Adapted from (Sexton and Barratt, 2003)

4.3.1. Ontological consideration

Ontology involves the philosophical study of being and reality. It deals with different ways in which different things are thought to exist. According to Saunders et al., (2007) it is the researcher's claims and assumptions about the nature of reality. Bryman and Bell, (2007) have highlighted two broad ontological positions known as objectivism and constructivism. Objectivism is the philosophy of reality that encompasses the theory about the nature of the world and how we acquire knowledge of it. It is the act of referencing reality to determine the truth. In view of the above definition, objectivism will not be adopted to underpin the position of this research.

Constructivism, on the other hand, is about the perceptions and consequent actions and experiences of social actors (Bryman and Bell, 2007 and Saunders et al., 2007). It stresses that the only reality we can know is that which is represented by human thought; as a new conception of the world is mediated by prior-constructed realities that are taken for granted. Constructivism is concerned with the life experiences of individuals who are involved with the issue being researched, hence, it is the ontological position adopted for this research as it is appropriate and useful for identifying the critical success factors for effective knowledge sharing practices in the context of sheltered housing for elderly people. Constructionists assert that social phenomena and their meanings are continuously being achieved by social actors. Constructivism is allied to the epistemological position of interpretivism which stresses the necessity of exploring the subjective meanings motivating the actions of social actors so that a researcher can understand these actions (Saunders et al., 2007). Hence, the nature of the research requires an investigation of real-life situations by identifying the perception and experiences of human factors involved in the provision of floating support to the elderly living in sheltered housing. The activities and interaction between FSWs and ASSWs in the provision of floating support services is construed to be a social phenomenon where various and specific knowledge sharing activities are carried out by FSWs and ASSWs who have different perspectives on reality. Based on the research aim and questions, the

social entity of this research is based on the perception and actions of the FSWs and ASSWs

4.3.2 Epistemological consideration

Epistemology is the core area of philosophy that deals with the question of knowledge acceptability and attempts to answer basic questions: “how and what we know” (Dainty, 2007). It is the process of thinking about the nature of knowledge, its scope, validity and reliability of claims to knowledge. Easterby-Smith et al., (2007) describe it as a general assumption about the best way of enquiring into the nature of the world. It is an epistemological position that distinguishes true knowledge from false knowledge. Other writers have described it as an issue that is concerned with the question of what is considered acceptable knowledge in research (Saunders et al., 2007; Bryman and Bell, 2007). In social science research, epistemological positions are broadly grouped into positivism and interpretivism.

Positivism is an epistemological position which believes that the only reliable knowledge is that which is based on sense, experience and positive justification (Creswell 2009; Easterby-smith et al., 2007). It suggests that the real world is objective and there is a relationship between the world and our understanding and perception of it. The positivist approach is not appropriate and does not fit with the objectives of this research. On the other hand, Interpretivism is an epistemological position that believes that it is only through involvement and interpretation that the phenomenon can be fully understood. It is based on the assumption that knowledge of the phenomenon be obtained from involvement and experience. Interpretivists try to make sense of the world and understand human actions; they investigate how individuals view the world and engage in their daily activities (Creswell, 2009; Easterby-smith et al., 2007; Bryman and Bell, 2007; Saunders et al., 2007). The interpretivist approach is appropriate for this research study in light of the exploratory nature of the research questions. The researcher hopes to identify, investigate, and interpret the critical success

factors of knowledge sharing that improves the provision of floating support services.

4.3.3 Axiological Consideration

The term “Axiology” originates from the German word “*Axiologie*”, which simply means “theory of value”. It is a branch of practical philosophy which seeks to provide a theoretical account of the nature of values whether moral, prudential or aesthetic (Smith and Thomas, 1998). Axiological consideration can be located between 'value free' and value laden'. According to Resher (2004) axiology is related to the different ways in which value perceived by researchers. Thus, in considering axiology, the researcher reflects upon the role of her values in the research. It has been argued (Healy and Perry, 2000) that knowledge can be recognised and evaluated differently by each individual as individuals have their own subjective knowledge about reality. Some positivist supporters maintain that researchers must remain value-free as subsequent knowledge is objective and generalised to another context. Whereas in the phenomenological paradigm, research is seen to be value-laden and subjective (Sexton, 2007; Healy and Perry, 2000). Accordingly, it can be argued that the value of knowledge can be subjectively construed and assessed in many ways by the researcher, using experienced gained from the knowledge research under study.

The researcher holds a number of the values, including a belief that people strive towards self actualisation, behave in conjunction with their own self-concept and that all behaviour is goal directed. Since the research under study leans more towards constructivism and interpretivism, the value of the research will be subjective as reality has multiple perspectives from the stakeholders involved in the phenomenon under study. Consequently, reality can be subjectively construed and assessed in various ways by the researcher making the research 'Value added'. Hence, the axiological position taken by the researcher leans more towards the research being value laden and subjective in nature. To fully understand the knowledge sharing capability and its context it is necessary to reconcile the two sets of values associated with form and those of the human

actors, along with those of the researcher. Therefore, it is necessary to harmonise the values of the two latter groups (actors and researcher) with the value framework of critical success factor of knowledge sharing, with any possible explanation or identify the variables affecting or contributing to the provision of floating support services in sheltered housing.

4.3.4 Philosophical position adopted in this research study

Following the above discussions, the philosophical assumptions underpinning this research is essentially interpretivism and constructivism. Kaplan and Maxwell, (1994) points that an Interpretivist researcher does not predefine dependent and independent variables, but focuses on the full complexity of individual making sense of the situation as it emerges. Interpretive approaches give the researcher greater scope to address issues of influence and impact (Deetz, 1996). In the interpretive approach, the researcher does not stand outside, but is a participant observer (Carr and Kemmis, 1986) who engages in the activities and discerns the meaning of the action as they are express within the specific social contexts. In the context of this research, the meaning participant assign to the factors that can help improve the provision of floating support services within the context of sheltered housing. The purpose of the interpretive approach is to produce an understanding of the context and the process whereby information is influence by the context. This assertion justifies the researcher's choice of interpretive as the philosophical rationale for this study.

Constructivism is closely connected to interpretivism. Interpretivism often addresses essential feature of shared meaning and understanding whereas constructivism extends this concern with knowledge as produced and interpreted (Gephart, 1997). In the context of this research, individual construct their own knowledge within the social-cultural context influenced by their prior knowledge and understanding, of the knowledge sharing factors that can help improve the provision of floating support services and therefore, the researcher positions herself as a researcher within the parameters of a constructivist epistemological discourse. As the emphasis is on the socially constructed nature of reality, the

interview environment has to be created in such a way that there is close relationship between the researcher and what is being studied, so that participants could describe and express their unique individual experiences on the challenges of knowledge sharing and the critical success factors that can help improve it.

4.4 Research Approach

While working on a research study it is essential to follow the research paradigm with the appropriate research approach. There are mainly two kinds of research approach which may result in the acquisition of new knowledge, they are known as inductive and deductive reasoning. Understanding these approaches is essential to increase the efficiency of the research study. Both approaches are completely different from each other as shown in Figure 4.2 and Figure 4.3. A deductive research approach is allied with the positivism paradigm, whereas an inductive research approach is associated with interpretivism. Understanding both approaches is essential to support the choice of the appropriate research paradigm.

4.4.1 Deductive Approach

The deductive approach is a method by which the researcher starts with a theoretical proposition and then moves towards concrete empirical evidence (Cavana et al., 2001). The deductive approach is linked to the positivism philosophy, which includes hypothesis to prove assumptions. In this kind of approach it is necessary for the researcher to be general, but this research issue is specific and related to the development of human resources in the organisation (Ritchie and Lewis, 2003). It allows the researcher to establish hypothesis by using theory. Different types of data and information is collected by the researcher to confirm or reject the hypothesis to resolve issue (Gill and Johnson, 2010). As shown in Figure 4.2, the various steps of the deductive approach are development of theory, hypothesis, observation and confirmation. The deductive method relies on instruments such as, surveys and experiment. It is used in

research where questions are raised by hypothesis that are deduced from theory and need to be tested.

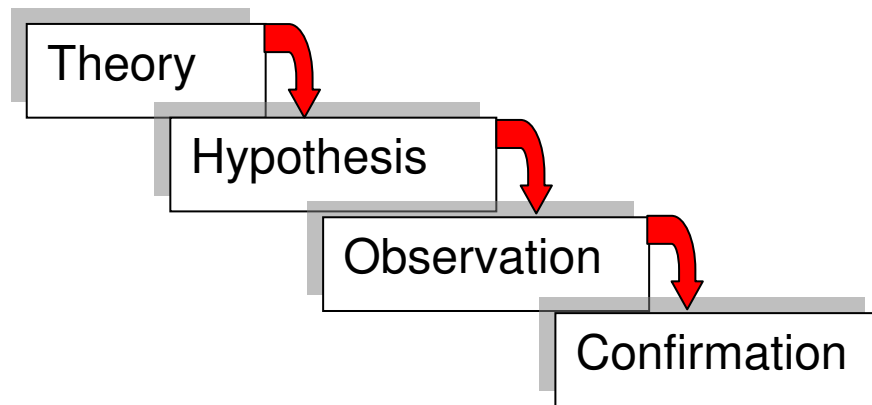


Figure 4 2: Deductive Approach

As shown in the above diagram, deductive reasoning works from the more general to the more specific while inductive reasoning works from the ground up rather than being handed down entirely from a theory (Creswell, 2007; Gill and Johnson, 2010).

4.4.2 Inductive Approach

On the other hand, the inductive approach is mainly associated with interpretivism philosophy. It allows the researcher to provide subjective reasoning with the help of various real life examples (Ridenour et al., 2008). Inductive research is a flexible approach because there is no requirement for a pre-determined theory to collect data and information. The researcher uses observed data and facts to reach a tentative hypothesis and to define a theory with regards to the research problem. This helps the researcher to give inductive arguments (Mertens, 2008).

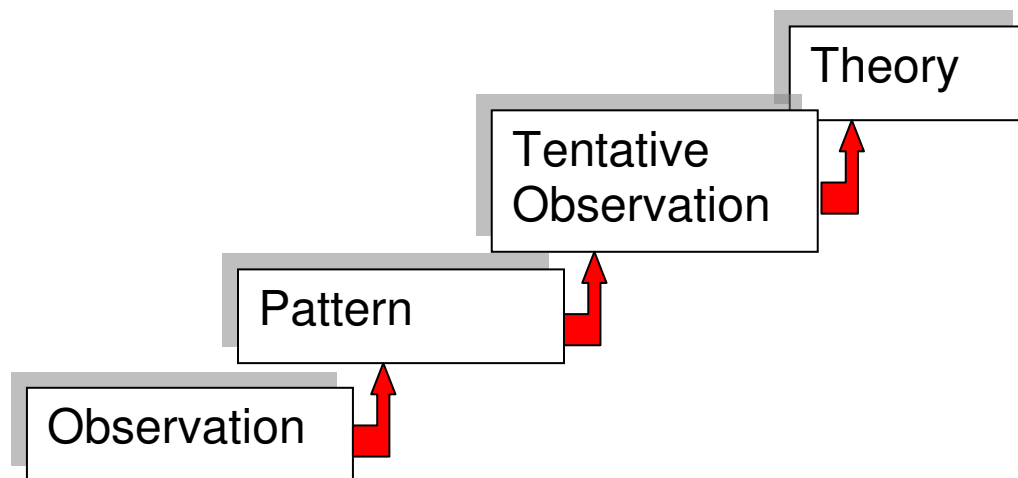


Figure 4 3: Inductive Approach

The inductive method relies on instruments like interviews. It is used in research where theories and hypothesis occur after the gathering and analysis of some or all of the data (Robson, 1993). On the other hand, the inductive approach is totally a reverse form of the deductive approach. Observation, pattern, tentative hypothesis and theory, as shown in Figure 4.3, are important steps in the inductive approach. It is an approach by which a phenomenon is observed and certain conclusions are derived.

In conclusion, the deductive research approach is based on the general idea of reaching a specific situation and it is connected with the positivism paradigm, whereas, the inductive approach works on a specific idea to generalise the situation as per the research topic, which is linked with the interpretivism paradigm (Crowther and Lancaster, 2009). Therefore, the researcher adopted both the inductive and deductive approach in this research, by first deducing from literature and then interviewing participants (inductive) in order to obtain data on the nature of interaction. According to Saunders et al., (2007) using both approaches makes it very easy to estimate a logical and correct result but it is necessary for the researcher to combine the correct pieces of these approaches.

This is also justified by Perry's (1998) work which asserts that in research it is unlikely that any researcher could genuinely separate the two processes of induction and deduction and that it is impossible to go theory free into any study. The essential distinction between the two methods is that the deductive method tests theory and the inductive method generates theory. That is to say constructing meaning and relationships from interview responses in case studies combined with a deductive approach to validate the guidelines.

4.5 Research Strategy

There are different research strategies available to a researcher. Yin (2009) and Creswell (2007) point out that each research strategy has its own advantages and disadvantages. As shown in Table 4.1., some of the research strategies available to a researcher include experiments, surveys, case studies, action research, and ethnography (Bryman, 2008; Creswell, 2007). Different authors (Yin 2009; Creswell, 2007; Saunders et al., 2003) have classified these strategies in different ways. Almost all research strategies relate to one another in different ways although each has a primary focus. Experimental research is concerned primarily with precision, survey research with generality, case study is systemic and holistic, action research deals with issues of utilisation and ethnography with the character of the particular context (Gill and Johnson, 2002). In order to choose the right research strategy a researcher has to consider three points, firstly the type of research questions; secondly, the extent of control a researcher has over behavioural events and lastly concerns the degree of the focus on contemporary events (Yin, 2003). These parameters provide the frameworks for evaluating the appropriateness and suitability of the strategy used by the researcher.

Table 4 1: Evaluation of Potential Research Strategy

Research strategy	Epistemological standpoint	Sensitivity for capturing the research question
Experiment	Positivism	Experiments are often highly structured, one-off, and artificial in nature. Hence, may not help to capture the humanistic elements of knowledge sharing CSF within the context of sheltered housing
Survey	Objectivism	Surveys are often highly structured, cross-sectional, and shallow in nature. Hence, may not be best suited for capturing the whole Knowledge sharing CSF in the way it naturally happens. Surveys may result in what people claim to do rather than what they may actually do.
Case study	Realism	Case studies can be based on a longitudinal or cross-sectional time horizon. Hence, making it suited for capturing the holistic views with respects to this study. Its flexibility allows the use of appropriate methods such as interviews to explore naturally and deeply. Hence it is suitable in answering the research question in the context of this study
Action research	Subjectivism	Action research is a valuable variant of quasi-experiments. However, it entails planned interventions and hypothetico-deductive analysis which may not be best suited for the commercial setting of bidding. Hence, it could be difficult to implement this in the context of this research.
Ethnography	Interpretivism	With its longitudinal nature and potential application of several methods, ethnography provides a major means of capturing the whole tender process of contractors. Its main strength of ecological validity is derived from the use of participant observation. Hence, the features described above in relation to an observation case study may similarly apply here.

Source: (Saunders et al., 2007; Denscombe 2007)

(a) Experimental Research

In experimental research the researcher attempts to maintain control over all factors that may affect the result of an experiment by determining or predicting what may occur. According to Cavana et al., (2001) experimental research can be both laboratory and field based experiments, both tend to understand the way things could be if manipulated or changed. In the experiment, the investigators controlled for risk by setting either factor at 'high' or 'low' level. Experimental research has some distinctive characteristics which are: control over the independent variable and assignment of unit of analysis to groups (Welman et al., 2005). An experimental research consists of two groups of subjects: an experimental group and a control group. The experimental group undergoes treatment, programme or intervention of interest and the researcher then measures the differences between the two groups on a particular outcome.

For example, King (1991) conducted an experimental research study to examine the impact of a new marketing strategy on consumer spending between two groups of shoppers. One group was exposed to the marketing techniques. He then measured consumer spending by the two groups to see if the two differed significantly, analysing the results to determine the extent to which the marketing strategy caused consumers in the experimental group to boost their spending. Clearly, the highly structured nature of the experimental research approach which uses identification and manipulation of independent and dependent variables and assignment of subjects to control and experimental groups may not be best suited to the research questions in this study. The experimental research approach offers a high degree of reliability and internal validity and the participants' responses to the critical factors of knowledge sharing within the context of sheltered housing may be difficult to ascertain as knowledge sharing is a concept influenced by human perception. Therefore, experimental research may not be able to capture the humanistic elements prompting knowledge sharing responses, and the critical success factors within the context of the research.

(b) Survey Research

The term 'survey' is used in different ways; however, it generally refers to the collection of information from a large sample of people which is then used to make inferences about the wider population. Survey is a non-experimental, descriptive research method. Surveys can be useful when a researcher wants to collect data on phenomena that cannot be directly observed. Surveys are used extensively in management research to assess attitudes and characteristics on a wide range of subjects. According to Janes (2001) survey works well when getting a snapshot of the current state of affairs in a given group or population. Surveys are designed to provide a 'snapshot of how things are at a specific time' Denscombe (1998). They are well suited to descriptive studies and can also be used to explore aspects of a situation or to seek explanation and provide data for testing hypotheses. Surveys rely on respondents' accounts and their ability to relate past events well. In general, surveys provide a high degree of subject validity and reliability if properly designed. However, according to Gill and Johnson (2010) a low degree of internal validity and ecological validity could most likely result based on the degree of structure in questionnaires. Also, survey-based research may lack ecological validity as they could reflect what people claim to do as opposed to what they actually do, as respondents might often be constrained by the nature of a self-completion questionnaire or the prompts of an interviewer (Gill and Johnson, 2002). Hence, given the nature of the research and based on the research questions, survey may not be the appropriate research strategy needed for capturing the holistic views of respondents on the critical success factors of KS within the context of sheltered housing.

(c) Action Research

According to Gill and Johnson (2002) action research is a form of experiment that attempts to take the research design of the ideal experiment out of the laboratory and into the field. It entails dialogue and reflection based on data obtained from experience through active involvement in the process being studied (Gummesson, 2003). The action research strategy is concerned primarily with the management of change and involves close collaboration between practitioners and researchers. In theory, action research can follow experimental logic and entail the use of control groups to allow elucidation of cause and effect through the control of extraneous variables (Saunders et al., 2007). Action research involves planned interventions and deductive analysis which may not be best suited for the commercial setting of bidding (Gill and Johnson, 2002). Hence, given its closeness to the controlled nature of experiments an action research strategy may not be best suited to capturing the real life response of the participants with reference to the research questions in section 1.4.

(d) Ethnographic Research

Denscombe (2007) described ethnography as "a description of people and cultures, their lifestyles, understandings and beliefs, with its origins in the works of the early social anthropologists whose aim was to provide a detailed and permanent account of the cultures and lives of small, isolated tribes. In doing so, ethnography tends to emphasize the importance of understanding things from the point of view of those involved." According to Silverman (2000), "ethnography covers the general approach and observation is about specific issues of ethics and techniques." However, ethnographic research is appropriate if the research needs to describe how a cultural group works and to explore beliefs, languages, behaviours and issues such as power, resistance and dominance (Creswell, 2007). Whilst it is often difficult to distinguish between 'ethnography' and 'observation' Wilkinson and Birmingham (2003) explain that "ethnography and

observation describe essentially the same practice but one has its roots more in anthropology than in social science." Ethnographic research is credited with a focus on naturalism through the use of direct observation which would provide a useful means of identifying the mechanisms. Ethnographic research is credited with a focus on naturalism through the use of direct observation which would provide a useful means of identifying the viable means of understanding the humanistic elements and behaviours in a real live situation. In spite of these advantages, ethnography research will not be suitable for this research study, as it very exhausting, takes a long time and often expensive.

(e) Case Research

Case study research strategy involves an empirical investigation of a particular contemporary phenomenon within its real life context using multiple sources of evidence (Robson, 2002). Case study research is systemic and holistic, aims to give full and rich accounts of the relationships and interactions between a host of events and factors (Gummesson, 2003). It focuses on specific examples of a social entity such as organisations, groups, communities and events; it also has considerable ability to help generate answers to the 'why?' 'what?' and 'how?' questions (Saunders et al., 2007). According to Gill and Johnson, (2010) the fieldwork of case studies may include the analysis of records or documents, in-depth interviews, large-scale structured surveys, participant and non-participant observation and the collection of all available forms of data. Case studies offer flexibility in research as they can focus on single or multiple cases. Single cases often form the basis for research on typical, deviant, or critical cases, whereas multiple cases can be limited to two or three settings to compare and contrast different cases. Case studies are longitudinal in fashion and involve the use of various methods of data collection techniques (Hakim, 2000; Gill and Johnson, 2002). However, the generalisability of the findings of a case study often increases with the number of cases covered (Yin, 1994; Glaser and Strauss, 1967; Mitchell, 2002). Given that this study aims to solve "how" and "what"

questions, the selection of a case study methodology seems appropriate. The potential use of various methods including interviews and questionnaire surveys offers a reliable means of capturing respondents' views on the CSFs of knowledge sharing in the context of sheltered housing and it also answers the research questions.

The above are some of the strategies identified in literature. Even though they each have advantages and disadvantages, (Benbasat et al., 1987) none is more appropriate than the other for research purposes. This research is phenomenology in nature and according to (Sexton, 2007; Creswell, 2007; Yin, 2009) action research, ethnography and grounded theory and case study are options available to research leaning toward phenomenology. Also, the research is not about describing the frequency of a phenomenon as in surveys, or to describe a culture-sharing group as in ethnography, or to describe dialogue and reflection based on data from experience as in action research. The researcher adopts the case study strategy as the most appropriate for answering the research questions. Since this study is focused on contemporary events which aim to provide holistic and rich accounts of the respondents' views to the critical success factors of knowledge sharing within the context of sheltered housing, it eliminates the other research strategies and leaves the researcher with case study strategy which is best suited to meet the aim and objectives of this research, as stated in section 1.5. and 1.6.

4.5.1 The Choice of Research Strategy

The case study approach is the most appropriate and best suited in answering the research questions. As it allows the researcher to explore a new phenomenon. The evidence gathered from a case study is, typically, qualitative in nature and focuses on developing an in-depth view rather than a breadth of understanding. According to Yin (2009) it is "an empirical inquiry that investigates a contemporary phenomenon within its real life context using multiple sources of evidence" Similarly, Cepeda and Martin, (2005) believe that a case study

strategy is well suited to capturing the knowledge of practitioners and documenting the experiences of practice. In case study research the researcher is responsible for collecting data during complex interaction with an individual or group; thereby enhancing the researcher's subjective understanding of the situation. Data obtained from participants in the selected case study organisations form the basis from which the researcher draws interpretive explanation of what happens in real life. The research problem was defined and the questions under investigation were developed to match the descriptive and interpretive case study method. As Yin (2009) suggests: case study research allows the exploration and understanding of complex issues. It is considered a robust research method particularly when an holistic, in-depth investigation is required.

In the context of this study the CSFs of knowledge sharing between floating support workers and adult social service workers in providing floating support need to be identified. Using the case study strategy, the researcher is able to go beyond the qualitative results analysis and understand the behavioural conditions from the actor's perspective. However, the use of the case study method in research does have a number of limitations. Firstly, case studies can be very time consuming and they provide a wealth of information which can be difficult to adequately analyse. Secondly, reliability is reported to be another weakness of the case study method as, according to Yin (2009), the researcher may lack training in interview techniques which will lead to unreliable observation, generalisation and conclusions. Another case study limitation is that it offers little support for generalisation. In summary, the case study method can be viewed as subjective, biased, impressionistic and lacking precision Burns (1994). However, case studies allow the researcher to focus on a specific phenomenon and to identify the various interactive processes at work in the determination of specific human endeavours; in this study context, improving KS and identifying CSFs of knowledge sharing in the provision of floating support to the elderly living in sheltered housing.

4.5.2 Case Study Design

There are two main types of case study designs: single-case and multiple-case studies. As shown in Figure 4.4, single-case and multiple-case designs can be holistic (only a single unit of analysis) or embedded (multiple subunits) depending on the number of units of analysis involved (Yin, 1994). The case study method has received criticism due to its lack of robustness as a research tool. Researchers can apply either a single-case or multiple-case design depending on the issue being researched. In cases where there are no other cases available for replication, the researcher can employ a single-case design. However, the drawback of a single-case design is its inability to provide a generalising conclusion, especially when the events are rare. One way of overcoming this is by triangulating the study with other methods in order to confirm the validity of the process. The multiple-case design can be adapted with real-life events that show numerous sources of evidence through replication rather than sampling logic. Multiple cases also permit cross-case analysis, a necessary feature for widespread generalisation of theories. According to Yin (2009), generalisation of results from case studies, from either single or multiple designs, relies on theory rather than on populations. Therefore this research will be adopting an embedded multiple case study as it aims to describe phenomena and to develop and test theories to yield more general research results.

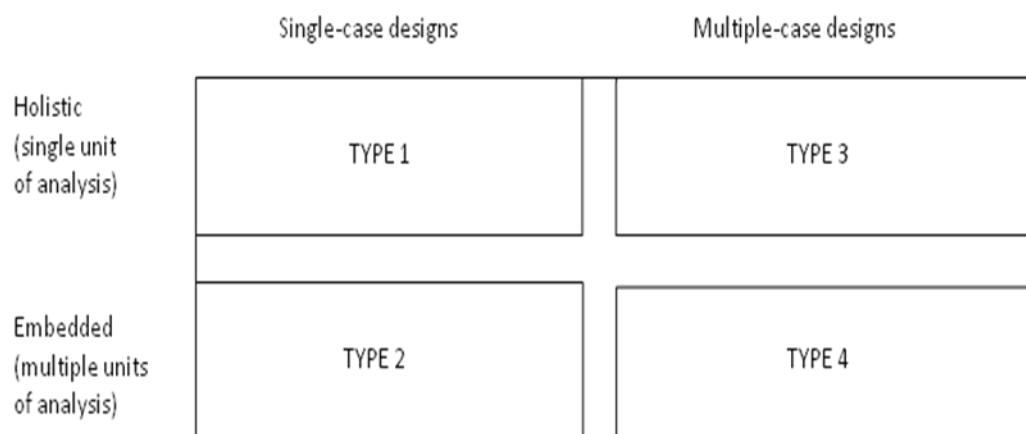


Figure 4 4: Basic Types of Case Studies design

Source: (Yin, 1994.)

In order to understand and examine the processes of knowledge sharing in providing floating support services in sheltered housing, a multiple case study method was chosen. This method enables the researcher to understand the complex real-life activities in which multiple sources of evidence were used. As shown in figure 4.4, multiple-case designs allow for cross-case analysis and yield more general research results.

4.5.3 Justification for the Multiple Case Study Research Strategy

The case study method is the research strategy that is best suited to this research, as according to Yin (1994) it allows expanding and generalising theories by combining the existing theoretical knowledge with new empirical insights (Yin 1994). A case that contains several instrumental case studies, is therefore, termed a multiple case study. Multiple case study research allows the exploration and understanding of complex issues. It is considered a robust research method particularly when a holistic, in-depth investigation is required (Yin, 2009). A case study is “an empirical inquiry that investigates a contemporary phenomenon within its real life context using multiple sources of evidence” (Noor, 2008). The evidence used in a case study is typically qualitative in nature and focuses on developing an in-depth rather than broad understanding. Case studies can be used to explore, describe or explain phenomena by an exhaustive study within its natural setting (Yin, 2009). Case study is appropriate for this research as the researcher wishes to gain a full understanding of the critical success factors that help improve the provision of floating support services in sheltered housing. A case study approach will allow the researcher to explore a new phenomenon. Through case study methods the researcher is able to go beyond the qualitative results analysis and understand the behavioural conditions through the actor’s perspective. Case studies do not necessarily have to rely on previous literature or prior empirical evidence. Consequently, case study research can be used for theory-building even if little is known about the phenomenon. Case studies are often limited in their capacity to be representative of whole populations. Here, however, the uniqueness and heterogeneity of construction

projects is an advantage. If several case study projects can be explored in a consistent and repeatable operational manner then, given the closeness of any findings, it may be possible to make some reliable generalisations about all projects.

4.5.4 Selection of Cases

Having adopted embedded multiple case studies for this research in order to achieve literal replication; six organisations were selected due to their involvement in the provisions of floating support in sheltered housing. Thus, these organisations were selected based on their involvement in the provision of floating support services to the elderly living in sheltered housing, for their appropriateness for the study objectives and their willingness to take part in the research. Generally, the six case studies covered similar issues regarding the provision of floating support services and knowledge sharing issues. In order to protect the confidentiality of the research participants the six case studies will be referred to as Case A, Case B, Case C, Case D, Case E and Case F. Anonymity was assured to all the participants so as to enable an open discussion. Brief overviews of the six case studies selected are provided below:

Case A

Case A was established in 1968 to provide sheltered housing to older people. By 1972, the organisation had completed its first new-build properties and begun diversifying into both leasehold and rented accommodation. It has a portfolio of more than 300 leasehold properties, typically either bungalows or flats, at more than 700 sites across the UK. Case A is the leader in the provision of a number of supported management properties which provide a balance of care between the standard sheltered housing property and a residential home. It operates a number of sheltered housing schemes across England, each providing 24-hour support to the residents. Case A promotes the personalisation of floating support provision and has been politically active in promoting person-centred support assistance for elderly people living with dementia. It has since continued to grow

its existing services and diversify into new services such as retirement villages and extra-care housing, becoming a thought-leader in providing support for elderly individuals with dementia and promoting equality for minority groups.

Case B

Case B is a community-based housing association set up between 1964 and 1969 to provide management of homes in the North West. It was established under a special government programme to tackle the many problems of the area including bad housing, poor physical conditions and a range of social and economic issues. It owns and manages about 2,500 sheltered housing properties with seventy per cent of the properties available for public rented housing and thirty per cent for owner-occupation. Its main purpose is to support residents and also provide an opportunity for the residents to become involved in delivering the services; involvement is one of the important key factors in providing high quality services to residents. The service reaches out to existing sheltered housing schemes to provide floating support to people in their own homes. Support includes help with benefits, information about home improvements and access to social activities. The service is particularly targeted at older people who have a need for higher support as a result of bereavement or recovery from illness.

Case C

Case C was established in 1963 and manages over 18,000 homes throughout the North West of England. The association grew steadily through its first two decades and also built some of the first sheltered housing in the North West. It provides a full range of mainstream housing association activity - general needs, sheltered housing, single people, supported housing, residential care and low-cost home ownership schemes. It provides housing property and regeneration markets in addition to meeting a large variety of specialist housing and related services needs. Early developments included purpose-built blocks of flats in suburban areas of Manchester, Stockport and Trafford.

Case D

Case D is a local government authority based in the North West of England. It is composed of 96 councillors; three for each of the 32 electoral wards of Manchester. Under the Local Government Act 1972, Case D was reconstituted as a Metropolitan Borough Council in 1974 and since then it has been controlled by the Labour Party. Case D transformation of public housing and adoption of new approaches to governance over the last 20 years has been dramatic. In 1987 it moved from its traditional Labour roots and reinvented itself politically as an entrepreneurial partner of central government. It is the largest provider of sheltered housing in the Northwest with 47,889 sheltered housing units in its portfolio.

It offers floating support services to vulnerable elderly people regardless of whether they are Council or Housing Association tenants, in privately rented or temporary accommodation or living in their own home. The service provides advice and support to help people develop or maintain the skills they need to live independently and to prevent homelessness. It also offers support to people who are moving into independent accommodation from hostels or more supported accommodation.

Case E

Case E has been a direct provider of sheltered housing since the late 1960's. They have been responsible for the provision of safe, secure, easily managed accommodation for older and vulnerable people with additional support provided by sheltered housing staff. They are currently responsible for 398 units within 14 schemes, comprising a mixture of studio flats (262) with lounge/kitchen and bedroom combined in one space and one-bedroom flats (136) which provide a separate bedroom. Case E sheltered housing schemes, most of which were purpose-built by the local authority, have an average of 30 flats per building.

These housing schemes have public open spaces comprising: common room with kitchen, laundry, common shower room and garden. Residents have their own private flat, each with their own living room, bedroom, bathroom, kitchen and hall area. These represent the typical standard of the sheltered housing schemes available for an affordable rent.

Its main aim is to help elderly people living in sheltered housing and private tenants who are aged 60 and over, disabled people, or those on means-tested benefits to repair, improve or adapt their homes. They provide advice on the work required to properties and the ways in which it could be financed. They can complete all the paperwork required for grant and loan applications, obtain estimates from reliable contractors, and supervise the works to be carried out. They take away most of the worry and effort which often puts elderly people off having much-needed work done to their homes. In addition they can arrange for the installation of 24 hour personal alarm systems and home security measures and for small scale handy person jobs which could help reduce the risk of accidents around the home. They can also provide advice on energy efficiency in the home, arrange for benefit checks to help customers to claim their full entitlements and make referrals to gardening and decoration schemes.

Case F

Case F was established in 1967 through a succession of council financed individual spot purchases of substandard traditional housing. From the late 1970s it promoted small, locally accountable housing associations. It saw housing associations as complementary to their high-volume public housing for families, filling a gap by accommodating the single and elderly. After 1980 a portfolio of 700 properties acquired by case F over a number of years from private landlords was moved to local housing associations, an example of a small-scale voluntary transfer. It expanded from 1,400 units in 1974 to 2,800 in 1988, making them the fourth largest association in the North West with 13 per cent market share of association stock. By 1988, 21 per cent of new homes had been built and 79 per

cent of older homes had been refurbished. . Case F provides floating support service assists to vulnerable clients to maintain independence in sheltered housing avoiding the use of residential care for as long as possible. This is achieved by improving, repairing or adapting their properties as appropriate. Where necessary the service can assist in securing funding to carry out necessary works. The service also provides a 'handy person' scheme to help carry out small jobs for older people in their home.

4.6 Method of Data Collection

According to Bryman (1988) the decision to choose a specific methodology should be based on its suitability to answer the research questions. “Mixed method research involves both collecting and analysing qualitative and quantitative data” (Creswell, 2007). Hence, a combination of qualitative and quantitative data collection methods has been used for this research, so that the result of one can be used to refine, shape, clarify and to confirm the other (Oppenheim, 1992). The combination of both qualitative and quantitative methods of data collection in a single study is often referred to as mixed method. The results are used to validate and test for reliability of each other finding. They also complement each other in that insights that were not arrived at when using one of the methods can be achieved with the use of another. This validates the research finding by making it more credible and acceptable. The use of both methods creates a more robust picture of the phenomenon that is being examined and an in-depth understanding of the role of knowledge sharing and the critical success factors that helps improves it within the context of sheltered housing.

While qualitative research methods provide an enriched description of a particular context, they are difficult to reproduce. Bryman (2006) states that qualitative research provides an insight into an organisation's practices by obtaining participants' interpretation of their organisation. Creswell et al., (2009) have described qualitative research as being concerned with an individual's own accounts of their behaviour, attitude and motivation. Qualitative research methods in this research study explore and describe the complex interactions of social

groups within an organisational context. Quantitative research methods, on the other hand, complement these findings by providing a replicable set of data for rigorous analysis. As shown in Table 4.2, Mack et al., (2005) points out that qualitative and quantitative research approaches differ basically in some major areas, including: their analytical objectives; types of questions posed; types of data collection methods used; types of data produced; degree of flexibility in study design. Berg (2001) discriminated between qualitative and quantitative research arguing that qualitative research referred to the meanings, concepts, definitions, characteristics, metaphors, symbols and descriptions of factors, while quantitative research refers to the measures and counts of factors. The distinction between qualitative and quantitative research is a methodological issue. Denzin and Lincoln, (2000) asserted that qualitative research emphasises the process of discovering how the social meaning is constructed and stresses the relationship between the investigator and the topic studied. Conversely, quantitative research is based on the measurement and analysis of causal relationships between variables.

Table 4 2: Distinction Between Qualitative and Quantitative Method

	Quantitative	Qualitative
General framework	<ul style="list-style-type: none"> - Seek to confirm hypotheses about phenomena - Instruments use more rigid style of eliciting and categorising responses to questions - Use highly structured methods such as questionnaires, surveys and structured observation 	<ul style="list-style-type: none"> - Seek to explore phenomena - Instruments use more flexible, iterative style of eliciting and categorizing responses to questions - Use semi-structured methods such as in-depth interviews, focus groups and participant observation
Analytical objective	<ul style="list-style-type: none"> - To quantify variation - To predict casual relationships -To describe characteristics of a population 	<ul style="list-style-type: none"> - To describe variation - To describe and explain relationships - To describe individual experiences - To describe group norms
Question format	Closed – ended	Open – ended
Data format	Numerical (obtained by assigning numerical values to response)	Textual (obtained from audiotapes, videotapes and field notes)
Flexibility in study design	<ul style="list-style-type: none"> - Study design is stable from beginning to end - Participant responses do not influence or determine how and which questions researchers ask next - Study design is subject to statistical assumptions and conditions 	<ul style="list-style-type: none"> - Some aspects of the study are flexible (for example, the addition, exclusion or wording of particular interviews questions) - Participant responses affect how and which questions researchers ask next - Study design is iterative, that is, data collection and research questions are adjusted according to what is learned

Source: (Mack et al., 2005)

There are various research data collection techniques available to the researcher; however, for this study two main techniques were used to gather data from the organisations. For the qualitative method, semi-structured interview were select and for the quantitative method, the survey questionnaires were adopted. The use of these techniques enabled information to be gathered in relation to the two research questions of this study. The semi-structured interview technique produced information that informed the formulation of the survey instrument. The two research techniques used in this research study are discussed below:

4.6.1 Semi- structured interview

The purpose of the semi-structured interview was to allow the researcher to collect qualitative data by setting up a situation that allows a respondent the time and scope to talk about their experiences and opinions on a particular subject. The focus of the interview is decided by the researcher and the objective is to understand the respondent's point of view rather than make generalisations about behaviour. According to (Bryman, 2006) semi-structured interviews are flexible in process, allowing the interviewee's own perspectives to be explored. The semi-structured interviews were carried out in two stages. The first stage was the pilot stage and the second stage of the semi-structured interview was the main study. Prior to the main study, interview questions were pilot tested using ten (10) FSWs and ASSWs to rule out any ambiguity or confusion in the questions prior to the main interviews. In semi-structured interviews, the interviewer has a list of issues and questions to be discussed but has some flexibility in the order of the topics covered and can allow the interviewee to elaborate on the issues raised (Denscombe 2010). Strauss and Corbin (1998) argue that the initial interview questions may be based on prior literature or experience. However, the original questions may be altered during the data collection process to allow emerging concepts to be pursued (Strauss and Corbin, 1998). This process was followed during the study and some questions were slightly adapted.

For the purpose of this research six organisations that were actively providing floating support services in Greater Manchester UK were selected for the purpose of the research study. The organisations included three housing associations and three local councils. Each organisation arranged for 4-5 people to be interviewed on an individual basis in their offices within a two month period between May-July 2011 and all participants were floating support workers (FSW) and adult social service workers (ASSW) who were actively involved in providing FSS to elderly people living in sheltered housing. Table 4.3 presents a profile of the organisations that participated in the semi-structured interviews, the number of employees interviewed, their area of service and general job role is specified.

Table 4 3: Semi-structured interviews interviewee list

No. of Interviewee (30)	Case study Organisation	Positions of People Interviewed	Type of Organisation
5	CA	Senior Floating Support Workers	Sheltered Housing Providers
5	CB	Senior Floating support Workers	Sheltered Housing Providers
5	CC	Senior Floating support Workers	Sheltered Housing Providers
5	CD	Senior Support Worker	Adult Social Service Providers
5	CE	Support Workers	Adult Social Service Providers
5	CF	Support Workers	Adult Social Service Providers

The organisation that took part in the semi-structure interviews as shown in Table 4.3. In order to anonymise the interviewees, this report adopts the use of representative descriptors to represent each organisation and interviewee. The six (6) organisations are referred to as CA, CB, CC, CD, CE ,CF whilst the professionals from the housing providers are referred to as FSW and ASSW for the councils representatives.

The Interview questions addressing research objectives in chapter 1, section 1.6 were used for the main study. The questions (Appendix F) were designed to address specific variables in the objectives and open-ended questions were used which defined the area to be explored but allowed the interviewer or interviewee to diverge so that particular areas could be followed up in more detail (Britten et al., 1995 and Saunders et al., 2007). During the interviews, techniques such as probing for further information, requesting clarification, asking for examples and

reflecting the responses of interviewees were used; each of which according, to (Gillham 2005), is considered to be a core skill of interviewing. Open-ended questions were appropriate for the study as they can initiate discussions between the research and the participant around the area of study.

In the main semi-structured interviews a total of thirty (30) participants were able to highlight their own experiences, challenges and CSFs of knowledge sharing in the provision of floating support services to elderly people living in sheltered housing. The semi-structured interviews give the researcher the opportunity to speak to the participant and take note of real responses made at the time. The interviews with the FSWs and ASSWs revealed a lot about the way explicit knowledge is kept (i.e. mostly in files) and shared between colleagues, as well as the CSFs that they perceive can help improve the provision of floating support services in the context sheltered housing. During the interviews the researcher reflected back on responses given to check that they had been properly understood and also to prompt more detailed responses to key issues. The semi-structured interviews schedule produced standardised explanations to the problems that were being investigated, this prevented misunderstandings and maintained control over the order and sequence in which the questions were answered. The total number of interview participants was reached heuristically, hence the decision to stop interviewing participants was taken when it was determined that no new themes emerged from the interviews and a state of theoretical saturation had been achieved.

4.6.2 Questionnaires

According to Robson (2002) a questionnaire is “the collection of standardised information from a specific population”. This approach usually comprises techniques such as questionnaires or structured interviews, and involves the sampling of a large portion of a population to achieve quantifiable results. Burns (2000) describes questionnaires as a method of gathering data which is descriptive of current events, conditions or attributes of a population at a particular point in time. May (1997) points out that there are three types of

questionnaire, postal or self-completion, the telephone survey and face-to-face interview. However, for this research a self explanatory postal or self-completed questionnaire was adopted to save cost and time. The use of the postal or self-completed questionnaire method allows for help where needed and to check the finished questionnaire for completeness. The postal questionnaire was used to establish respondents' views on the factors of knowledge sharing that could help improve the provision of floating support services. This involves the basic administration of a questionnaire in which the respondents gave their responses to a selection of situations (Oppenheim, 2000). In the context of this research a questionnaire survey was developed for distribution among selected organisations. It was used to generate reliable and valid data from a large section of a population within a reasonable time period at a minimum cost.

The design of the questionnaire (Appendix G) includes the responses gathered from the semi-structured interviews. It was further complimented by information gathered from the review of literature. The postal questionnaire was used to provide quantitative data and was designed as a means of exploring respondents' perceptions. The questionnaire survey, in this research, was useful as it added data to the case study interview responses to further gather information on the factors of knowledge sharing that improves the provision of floating support services in sheltered housing for the elderly. The questionnaire survey technique enabled more specific information to be obtained from a larger number of respondents than the case study interviews.

However, the use of the postal questionnaire as a method of data collection has its limitations (Jankowicz 2005). The limitations have been highlighted by (Dillman 2007) and included poor response rates, wording of the questions, response bias and the inability of the investigator to verify the information provided. Nonetheless, Dillman (1972) suggests that the disadvantages of the use of the postal questionnaire method could be overcome by employing a variety of techniques with the view to increasing the response rate. The questionnaire design was based on the objectives of the study and the findings from the semi-

structured interviews. The structure of the questionnaire survey consisted of thirty-one (31) questions (Appendix G) using a four (4) point Likert scale format to address the main variables from the research objectives. The questions in the questionnaire were structured to produce ordinal and nominal levels of measurement. It is important to bear in mind that the levels of measurement and the choice of measurement affect the type of data analysis that is performed. Cross tabulation, frequency distribution and bar charts are used to present survey results. The questionnaire was pilot tested by five (5) FSWs, five (5) ASSWs and ten colleagues to obtain comments and suggestions. According to Jankowicz, (2005), pre-testing the questionnaire is important and should include diverse groups and potential users of the data. Consequently, suggestions and contributions were obtained and modifications made before the questionnaire was sent out to the targeted respondents. The questionnaire survey contained a section where the respondents were asked to provide information relating to their age, gender and years of work experience.

Two hundred (n=200) closed-end questionnaire surveys were emailed, posted and hand delivered to FSWs and ASSWs who were actively providing floating support services to elderly people living in sheltered housing in Greater Manchester, UK on the 10th of May 2012. Each questionnaire sent was accompanied by a covering letter, together with a self-addressed, free post envelope to encourage response. A period of four weeks was given to respondents to return the completed questionnaire. After three (3) weeks, only n=55 (28%) respondents returned a fully completed questionnaire. Some of the questionnaires were returned unanswered due to incorrect addresses, wrong email addresses or recipients no longer in post. This response rate was considered inadequate for the purpose of this research. In order to analyse response rates, Smith and Crawford (2003) indicate that in social science research a 50% response rate would be deemed a good response from which to draw reliable research conclusions. In contrast to Dutton (2005) who suggests that a valid return rate of at least 38% is necessary in order to achieve reliable results. According to Creswell (2003) there is no correlation between the length

of the questionnaire and the lack of response. However, Yates (2004) noted that a high response rate could be attained if the respondents are knowledgeable about the issues covered in the questionnaire. On the other hand, Jankowicz (2005) is of the view that the most important factor in assuring a high response rate is whether the respondents are interested in the subject matter of the survey.

In order to improve the response rate, a reminder letter was sent out on 31st May 2012 to one hundred and forty-five (145) respondents yet to return their questionnaire; in accordance with (Din et al., 2011; Gillham, 2000), who advised that follow-up techniques have a significant effect on improving the response rate. Two weeks after sending the reminder letter a further twenty (n-25) questionnaires were received. Hence, this means that within five weeks of sending out the questionnaire a total of eighty (n-80) useable questionnaires were received which represents a return of 40% which was still did not achieve an adequate response rate. At this point, a second reminder letter, with a copy of the questionnaire, was sent out on 11th June 2012 to further increase the response rate.

According to Demscombe (2010), every follow-up effort to boost the response rates appears to bring added returns. On this occasion, respondents were requested to return the completed questionnaire within two weeks, which resulted in a further nineteen (n-19) fully completed questionnaires being returned. Some recipients still failed to complete the questionnaire citing different excuses ranging from lack of time to work overload. Only ninety-nine (99) completed questionnaires were considered to be useable for this research. The results of the survey questionnaire are based on the ninety-nine (99) useable questionnaire which constitutes a 49.5% response rate; these were deemed to be an appropriate return from which to draw reliable results. The data obtained from the questionnaire will assist in the development of a framework for knowledge sharing to improve the provision of floating support services in sheltered housing for the elderly.

4.7. Triangulation

Triangulation refers to the use of multiple data collection methods in order to pave the way for more credible and dependable information (Saunders et al., 2003; Decrop, 1999). According to (Williamson, 2005) the main purpose for the use of multiple methods adopted in triangulation is to avoid possible errors and biases inherent in any single methodology. Triangulation involves looking at the research questions from different viewpoints (Olsen 2004). It can be used to strengthen the confidence of the research findings (Arksey and Knight, 1999). Decrop (1999) notes that triangulation can reduce and/or eliminate personal and methodological biases and increase the probability of generalising the findings of a study as the data is gathered from different angles and by different methods. Triangulation can be used to deepen the researchers' understanding of the issues and maximize their confidence in the findings of qualitative studies. Denzin (1970) identified four different types of triangulation that can be used: methodological triangulation (the use of multiple methods to gather data), data triangulation (gathering data through several sampling strategies in a study in terms of person, time and space), investigator triangulation (use of multiple researchers to gather and interpret data) theoretical triangulation (the use of more than one theoretical position in interpreting data). Triangulation used for three main purposes; these purposes are 'contingency', completeness' and 'confirmation' Completeness rationale of triangulation recognizes that any single methodology will have inherent flaws, which a second or third methodology might reveal and amend, the contingency rationale is about the need to for insight into how and why a particular strategy is chosen and finally the confirmation rationale is geared towards having more robust and generalisable set of findings (Adami and Kiger, 2005).

In respect of this research, data and methodological triangulations are the major approaches used to evaluate the outcome of this research. This has been accomplished through collecting data from different sources and by using multiple methods, including: review of literature, semi-structured interviews and survey questionnaire. The researcher first conducted a semi-structured interview with

participants actively providing floating support services, in order to understand and identify the critical factors of knowledge sharing, then the outcome of the semi-structured interviews were triangulated with the survey questionnaires completed by participant providing floating support services across greater Manchester. The questionnaire survey data obtained was used to support the qualitative interview material. Gray (2004) notes that the use of multiple methods assisted in data triangulation and at the same time was an effective way to overcome most of the weaknesses of each method used. The use of questionnaire in this study gave a comprehensive picture of the critical success factor of knowledge sharing for improving the provision of floating support services.

4.8. Data Analysis

The collection and analysis of data was undertaken in two phases, the first phase being the qualitative phase (semi-structured interview), followed by the second phase which is the quantitative phase (questionnaire). The results of both phases are integrated during the interpretation and discussion of results. For this study the findings from both methods were displayed in a matrix triangulating the findings and using one to validate the other.

4.8.1 Semi-Structured Interview Data Analysis

The semi-structured interviews were recorded onto digital media with an average duration of 50 minutes with the consent of each participant. According to Saunders et al., (2007) there is a need "to create a full record of the interview soon after its occurrence to control bias and to produce reliable data for analysis". This view is supported by (Healey and Rawlinson 1994; Robson, 2002; Easterby-Smith et al., 2008) who also believe that a "full record of the interview should be compiled as soon as possible after it has taken place". Interpretive researchers try to obtain from their data through direct interaction with the phenomenon being studied. The interview data was analysed using content analysis to organise data into general themes. According to Leedy and Ormord (2001), content analysis is used to establish the presence of certain words or phrases within a wide range of

texts. An essential aspect of data analysis in qualitative case study is the search for meaning through direct interpretation of what is being observed by the researcher as well as what is experienced and reported by the participants. The aim of the analysis of the data is to discover pattern, concepts, themes and meanings. According to Bogdan and Biklen, (2003) described qualitative data analysis as “working with the data, organizing them, breaking them into manageable unit, coding them, synthesis them and searching for patterns”. In case study research, Yin (2003) noted the importance for checking the data for “patterns” which may explain or identify causal connection in the data base. The processes of data analysis begins with the open coding of the data, which is the organisation and categorization of data in search of patterns, themes and meaning that emerges from the data. Patton (1990) and Judd et al., (2009) describe the process of categorisation as one of constantly revisiting the logical explanation and the concrete data to look for significant relationships. In this process, the researcher concentrates on the whole data first, then attempts to take it apart and re-constructs it again more meaningfully. Categorisation helps the researcher to make comparisons and contrasts between patterns, to reflect on certain patterns and complex threads of the data deeply and make sense of them.

A qualitative computer programme (Nvivo 10.0, as shown in Figure 4.5) was also used to organise data into manageable nodes which, according to Richards (1999), helps to manage and synthesise themes from large amounts of qualitative data. The semi-structured interview data was analysed using content analysis to organise the data into general theme. Open coding of the data was used to make sense of the data. Coding is the process of recording the number of responses a particular respondent gave to a question, using a tree node and free nodes. It is used to convert answers into numbers for the purpose of classification. Then axial coding of the data was done to identify any data that relates to one another and grouping them into similar nodes, as shown in Figure 4.6 and finally as shown in Figure 4.7 thematic coding of the data was done to analysis the responses.

Interview transcription with FSS and ASSW. nvp - NVivo

Name	Sources	References	Created On	Created By
collaboration with teams	1	1	06/12/2012 15:10	JU
imparting knowledge	1	1	06/12/2012 15:12	JU
liase and communicate	1	1	06/12/2012 15:12	JU
improve communication	1	1	06/12/2012 15:12	JU
increase productivity	1	1	06/12/2012 15:13	JU
remove delay	1	2	06/12/2012 15:13	JU
lack of trust	1	2	06/12/2012 15:14	JU
trust	1	1	06/12/2012 15:14	JU
no motivation to share	1	1	06/12/2012 15:14	JU
time is a big issue	1	1	06/12/2012 15:15	JU
data protection issues	1	1	06/12/2012 15:15	JU
confidentiality issue	1	1	06/12/2012 15:15	JU
location and time	1	1	06/12/2012 15:17	JU
referral difficulty	1	1	06/12/2012 15:17	JU
lack of coordination	1	1	06/12/2012 15:18	JU
superior	1	1	06/12/2012 15:18	JU
exclusion	1	1	06/12/2012 15:19	JU
data protections	1	1	06/12/2012 15:19	JU
data protection	1	1	06/12/2012 15:19	JU
exclusions by colleagues	1	1	06/12/2012 15:19	JU
management	1	2	06/12/2012 15:20	JU
leadership	1	2	06/12/2012 15:20	JU
networking	1	2	06/12/2012 15:20	JU
team networking	1	1	06/12/2012 15:20	JU
communication	1	1	06/12/2012 15:21	JU
support from leaders	1	1	06/12/2012 15:21	JU
networking in teams	1	1	06/12/2012 15:22	JU
relationship with colleagues	1	1	06/12/2012 15:22	JU
team meetings	1	1	06/12/2012 15:22	JU
teachnology	1	1	06/12/2012 15:23	JU
information technology	1	2	06/12/2012 15:23	JU
email	1	1	06/12/2012 15:23	JU
computer	2	4	06/12/2012 15:23	JU
database	2	5	06/12/2012 15:23	JU
leadership support	2	7	06/12/2012 16:45	JU

Figure 4 5 Snap shot or Nvivo coding

Look for: Search In Free Nodes Find Now Clear Advanced Find

Name	Sources	References	Created On	Created By
trust and relationship	1	1	06/12/2012 13:48	JU
Team Networking	0	0	06/12/2012 13:51	JU
team networkng (2)	1	1	06/12/2012 13:52	JU
team networkng	1	1	06/12/2012 13:53	JU
team meetings	1	1	06/12/2012 13:53	JU
support from leaders	1	1	06/12/2012 13:53	JU
networking in teams (2)	1	1	06/12/2012 13:54	JU
networking in teams	1	1	06/12/2012 13:54	JU
networking	1	2	06/12/2012 13:55	JU
communication	1	1	06/12/2012 13:55	JU
productivity	1	1	06/12/2012 13:55	JU
Support need	1	1	06/12/2012 13:56	JU
security	1	1	06/12/2012 13:57	JU
resident welfare	1	1	06/12/2012 13:57	JU
improve resident needs	1	1	06/12/2012 13:57	JU
improve efficiency	1	1	06/12/2012 13:57	JU
communicate issues	1	1	06/12/2012 13:58	JU
communicate issue	2	6	06/12/2012 13:58	JU
management	1	2	06/12/2012 14:53	JU
through centra data base	1	1	06/12/2012 15:09	JU
provide needed support	1	1	06/12/2012 15:09	JU
meetings regularly	1	1	06/12/2012 15:10	JU
face to face meetings	1	1	06/12/2012 15:10	JU
effective service	1	1	06/12/2012 15:10	JU
correctly signpost	1	1	06/12/2012 15:12	JU
case note letter and note	1	1	06/12/2012 15:12	JU
adequate sign posting	1	1	06/12/2012 15:13	JU

Figure 4 6 Snapshot of Parent coding (free node)

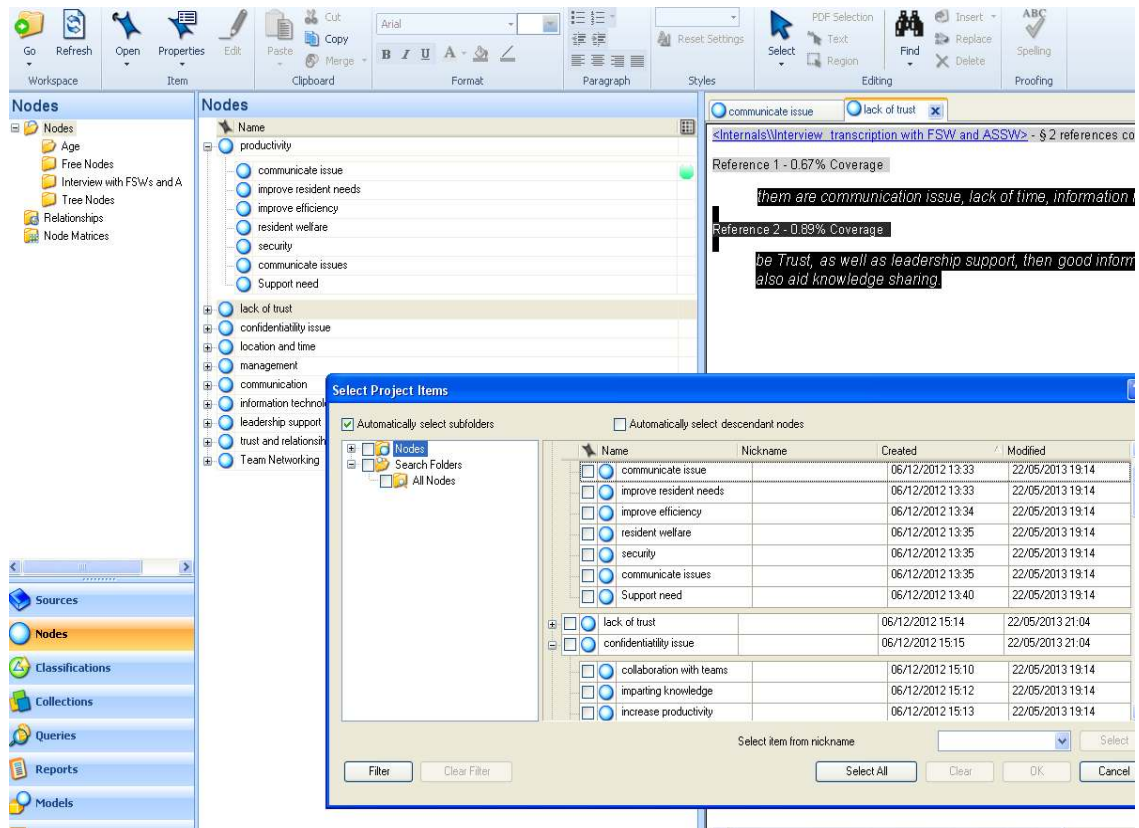


Figure 4 7 Snap shot of thematic coding in Nvivo

Thematic coding of the interview transcripts was carried out in two stages. Firstly, transcripts were analysed individually for key themes; then common themes shared between interviewees were identified. The common themes from the interviews were merged into new nodes, this resulted in the merging of codes and sub-categories from the interview transcript into categories for each research question. This grouping of knowledge sharing factors which the respondents believed could improve the provision of floating support services then formed the basis of the questions used in the questionnaire survey.

4.8.2 Survey Questionnaire Data Analysis

The resulting survey data was analysed using a descriptive statistical analysis to analyse the survey responses with the aid of Statistical Package for Social Scientists (SPSS Version 19). As well as providing ease of handling large data, SPSS Ver. 19 is also used to organise data efficiently and in a manageable order.

There are different types of survey data as highlighted in Table 4.4. ordinal and nominal scales are termed categorical data; whilst on the other hand interval and ratio scales are known as continuous variables (Cho et al., 1997). Hence, the data gathered from the survey questionnaires was categorical data as it was mostly nominal and ordinal data.

Table 4 4: Different Scale of Measurement

Nominal data	A set of data that can be assigned a code in the form of a number where the numbers are simply labels. For example, in a data set males could be coded as 0, females as 1; marital status of an individual could be coded as Y if married, N if single.
Ordinal data	A set of data that can be ranked (put in order) or have a rating scale attached.
Interval scale	Is a scale of measurement where the distance between any two adjacent units of measurement is the same but the zero point is random. Scores on an interval scale can be added and subtracted but cannot be meaningfully multiplied or divided.
Ratio scale	A ratio scale is a point where none of the quality being measured exists. It has an absolute zero and using a ratio scale permits comparisons such as being twice as high, or one-half as much.

A Spearman correlation was used to determine the relationship between quantitative variables measured in an ordinal scale. A Spearman's Rho correlation was used instead of the Pearson correction, as according to Salkind (2004) "when the data set is ordinal, then the suitable test for correlation is Spearman's rank coefficient."

Table 4 5: Interpreting a Correlation Coefficient

Size of correlation	Coefficient general Interpretation
.8 to 1.0	Very strong relationship
.6 to 0.8	Strong relationship
.4 to 0.6	Moderate relationship
.2 to 0.4	Weak relationship
.0 to 0.2	Weak or no relationship

Source: (Salkind, 2004)

Correlation coefficients indicates the strength of the association between the variables under investigation as shown in Table 4.5. The value can range from -1 to +1, with -1 indicating a perfect negative relationship, +1 indicating a perfect positive relationship and 0 indicating no relationship (Salkind 2004). The data collected from the questionnaire survey was analysed using a non-parametric test. Figure 4.8 presents a summary of the quantitative data analysis and the methods adopted.

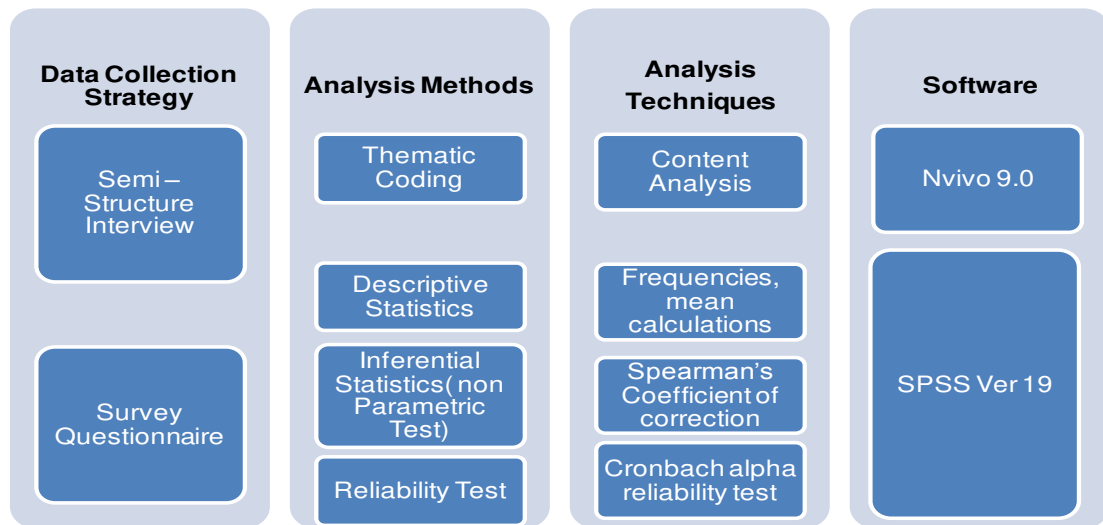


Figure 4 8: Summary of Survey Data Analysis Method

4.9 Ethical Approach to the Research

The guidelines on ethical approval for this research have been consulted and addressed. An approval was granted by the University of Salford Research Ethics Committee. All methods involving communication and respondent participation were conducted in a professional manner by adhering to the ethics interview guidelines, as proposed by Gillham (2005), affording care and respect to all participants involved.

The ethical issues central to this research include informed consent, the anonymity of participants and the confidentiality of information. Participant information sheets were provided to potential participants to explain the purpose of the research. Potential participants were given time to decide whether they would like to participate and to seek more information regarding the research. Participation in the research was voluntary, with informed consent obtained by the researcher prior to commencement of the interview. Written consent was obtained from participants using a consent form which was approved by the ethics committee. According to Miller and Bell (2002) and Wright et al., (2004) it is increasingly required that researchers obtain written consent from participants

rather than relying on verbal consent. The anonymity of participants was protected as individuals were not identified at any point in the study. Equally, interview transcripts from participants were assigned a code which was used when presenting transcript quotations in the report of findings. The researcher avoided including any personal information about participants or using any quotations which may have made them identifiable at any point in the research.

The research was undertaken in a manner which ensured that participants are able to be confident that their privacy and confidentiality would be properly protected. Data collected for the research were treated in the strictest of confidence. The computer on which data were stored was password protected and paper records were kept in a locked filing cabinet. Only the researcher had access to the data. On completion of the study the audio tapes of recorded interviews will be wiped out after a reasonable period of time. Confidentiality issues were addressed as part of the informed consent process and details of how data would be kept confidential were described on the participant information sheet, in keeping with guidelines for best practice (Oliver 2003).

4.10 Reliability and Validity Issues

The issues of reliability and validity are of the utmost importance to this study, as they involve checking the status of the data collected to determine if they are reliable and valid (Struwig and Stead, 2001). According to Reynolds (2010) the ability and expertise to calculate variables accurately is a cornerstone to progress in science. A pilot study was carried out to ensure the reliability and validity of the research instrument. Trochim and Donnelly (2006) defined validity as the best estimate of the truth of any proposition or conclusion or inference described in the research. While reliability refers to the measurement of consistency of the data with the research background, Behling and Law (2006) the quality of the data collected in any research and the suitability of the data for analysis (Saunders et al., 2009).

According to (Tharenou et al., 2007) there are four types of reliability test the retest method, the alternative form method, the split halves method and the internal consistency method. For this research, the internal consistency method, using Cronbach's alpha coefficient statistics, is deemed suitable to test the internal consistency of the data set. The alpha coefficient can range from 0 to 1 and may be used to describe the reliability of internal consistency of factor from a multi-formatted survey questionnaire. Table 4.6 presents the Cronbach Alpha coefficient interpretation of consistency.

Table 4 6: Interpretation of Consistency

Cronbach Alpha	Level of Consistency
0.9	Excellent
0.9 – 0.8	Good
0.8- 0.7	Acceptable
0.7 – 0.6	Questionable
0.6 – 0.5	Poor
0.0 – 0.5	Unacceptable

Source: (DeVellis, 2003)

According to (DeVellis 2003 and Nueman 2011) the ideal value of the Cronbach Alpha acceptable standard of internal consistency reliability should be 0.70 and above, as the higher the value the more reliable the data. Table 4.7 presents the Cronbach Alpha internal consistency reliability test conducted on the survey data. The result shows that the overall alpha value is 0.825 and shows that the scale is above 0.7, which means the data set is considered reliable.

Table 4 7: Overall Reliability Statistics

Cronbachs Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.825	0.823	31

A valid piece of research work must be supported, acceptable and convincing. Validity plays a significant role in a qualitative study as it is a powerful source used to determine the accuracy of the study's findings (Creswell 2003). Therefore, to increase the validity of this study, a multiple of research methods were used to help in overcoming the bias and unproductiveness of a single method. According to (Polit and Benk 2009) valid research instruments are vital to the collection of reliable data. The researcher validated the questions in the survey instrument before the commencement of data collection. Pilot interviews were conducted with five respondents to identify any difficulties that may affect the respondents' feedback. The validation exercise also identified unreliable questions for which the respondents were unable to provide answers. These questions were altered to limit the difficulties in the final interview questions and survey instrument.

4.11 Summary of Chapter

This chapter has described the research methodology and methods used in achieving the objectives of this study, which employs a combination of qualitative and quantitative research strategy. The research philosophy, as well as the research techniques, research approach, ethical consideration and data collection strategy has been explained in detail. A combination of qualitative and quantitative research strategy has been employed. The use of semi-structured interviews to achieve qualitative data has been discussed. The accomplishment of quantitative data, through the administration of a survey questionnaire, has also been explained, with specific attention being given to questionnaire design and sample frame. The issues of reliability, validity and bias have been duly considered in relation to both quantitative and qualitative methods. Data were analysed inductively by interpreting the meaning of participants' perceptions as they arose. The next four chapters will present the findings from the semi-structured interviews and the questionnaire surveys.

CHAPTER FIVE

THE ROLE OF KNOWLEDGE SHARING IN THE EFFECTIVENESS OF FLOATING SUPPORT SERVICES

5.1 Introduction

This chapter presents the data analysis from both qualitative and quantitative data in relation to the role of knowledge sharing on the effectiveness of floating support services. Floating support services is funded through the 'supporting people programme' to enable vulnerable, elderly people to access supported accommodation to prevent tenancy breakdown (Crellen, 2004; Mullins and Murie, 2006). Having access to decent housing is a crucial factor for the well-being of many vulnerable, elderly people who want to maintain and sustain independent living. Floating support services are provided by housing associations in conjunction with adult social services (Pleace and Quilgars, 2003; Oldman, 2008) to residents in sheltered housing as part of universally available support service. Elderly people who live in sheltered housing registered with the local authority (LA) are provided, under the terms of their tenancy agreement, with a range of services. Thus, floating support services provide a wide range of support services to the elderly living in sheltered housing, particularly practical help with managing tenancies and helping with benefits and finances (Lovatt and Whitehead 2006). However, some authors (Sharples et al., 2002; Cousins and Saunders 2008 and Cameron 2010) have noted that there are difficulties surrounding confidentiality and information sharing between all the agencies providing floating support services. Hence, the need to explore the role and importance of knowledge sharing to the provision of floating support services within the context of sheltered housing. Therefore, the following sections present the data analysis from both the qualitative and quantitative data on the role of knowledge sharing in the effectiveness of the provision of floating support services to elderly people living in sheltered housing.

5.2 Data Analysis from the Semi-Structured Interviews on the Role of Knowledge Sharing to FSS

The majority of the interviewees recognise the important role of knowledge sharing on the development and improvement of the provision of floating support services. While individuals providing floating support services have the skills and knowledge to carry out their duties, they are also expected to draw on the specific expertise of colleagues where appropriate. Figure 5.1 shows the responses on the role of knowledge sharing to the provision of FSS captured in Nvivo. It shows that there were 42 references (comments or answers) made from the 15 sources (participants) who commented on the issue.

Name	Sources	References	Created On	Created By
Role of knowledge sharing to FSS	15	42	06/12/2012 13:48	JU
you know... knowledge sharing is important in our w	1	1	06/12/2012 13:51	JU
we are working together as a team to achieve the sa	1	1	06/12/2012 13:52	JU
ts part of my job to liaise and communicate client det	1	1	06/12/2012 13:53	JU
think we should not distance ourselves from one anot	1	1	06/12/2012 13:53	JU
Sharing of expertise and knowledge flows easily whe	1	1	06/12/2012 13:53	JU
sharing knowledge with colleagues speeds up client	1	1	06/12/2012 13:54	JU
provides the opportunity for the team members to sh	1	1	06/12/2012 13:54	JU
Knowledge sharing improves relations in providing F	1	1	06/12/2012 13:55	JU
In as much as I would love to share my expertise and	1	1	06/12/2012 13:55	JU
I would say the issue of knowledge sharing or inform	1	1	06/12/2012 13:55	JU
greater emphasis is placed on quality of service and	1	1	06/12/2012 13:56	JU
better service when information and knowledge is sh	1	1	06/12/2012 13:56	JU
"knowledge sharing improves relations in providing F	1	1	06/12/2012 13:57	JU

Figure 5 1: Screen shot of Nvivo showing the role of KS to FS

The FSS are multi-disciplinary in the sense that the floating support workers need to know where to sign-post service users and how to broker access to other services. According to Cameron (2010) floating support workers carry out crisis intervention work and provide multi-disciplinary support as clients often have multiple needs. Knowledge sharing is the central part of this continuous improvement process and it enhances the quality of services being provided by floating support worker. As a participant from case B commented:

FSW: *“knowledge sharing improves relations in providing FSS and greater emphasis is placed on quality of service and responding directly to specific client needs.”*

FSW: *“I am a big believer in sharing. I know as a team, we provide a better service when information and knowledge is shared accordingly..... but if you look closely—there are information that someone in the team may have that is crucial to the level of support a service user will get “.*

FSW: *“we are working together as a team to achieve the same goal, so I think we should not distance ourselves from one another. So when we share our knowledge, ideas and expertise with one another it helps strengthen the teams and helps ensure the success of providing the needed support to the service users.”*

FSW: *“you know..... knowledge sharing is important in our work, as it provides the opportunity for the team members to share their expertise and knowledge regarding a service user.”*

In providing floating support services, the floating support workers share relatively explicit knowledge with adult social service workers through documentation of routines, manuals, case notes and referral notes. However, for more tacit pieces of knowledge, experienced floating support workers play an important role by physically meeting with adult social service workers and sharing specific client knowledge. As suggested by participants from case E:

ASSW: *“I am able to carry out my role effectively because of the opportunity to communicate and share knowledge with colleagues providing floating support services to the service users in sheltered housing.”*

ASSW: *“it is important that we work as a team and share knowledge with other team members.... as it is our duty to provide excellent service and share explicit information with other colleagues.”*

ASSW: *“My job is such that I have to assess the needs of individual that is being referred to me and once I have made a decision given the information I obtain from the service user. I have to then communicate back to the team that made the initial referral”.*

ASSW: *“knowledge sharing or information sharing In my view speeds up the process of deciding on the case file and this mean that, services user can get the needed support without much delay..... yeah I would say knowledge sharing with other team does help”.*

Whilst it has been noted generally that knowledge sharing has a greater role to play in the provision of floating support services to meet the service users requirements; a small minority of interview participants have stated that clients would still receive services even if knowledge is not shared. As participants from case A and case F stated:

FSW: *“.....personally, I don't think it make any difference whether we share knowledge with other team members, at the end of the day, the service users will still get the required services irrespective of what we do.”*

ASSW: *“sharing knowledge with teams is not as simple as that, we work with different teams and that takes time to get everyone in one meeting. Also other teams members sometimes don't engage in information sharing and it can be frustrating..... especially if you are waiting for a crucial information from the other team to made a final decision.”*

FSW: *“my view is that knowledge sharing with team is not going to make any difference if other team members are not willing to share their knowledge, I think the most important thing is maintaining the commitment of providing the best services to the service users.”*

Whilst a few participants have noted that knowledge sharing with teams will not be successful if the other team members do not participate in the sharing of information; the important role knowledge sharing has on business has been highlighted in literature. According to Reid (2003), knowledge sharing provides an avenue for an organisation to generate solutions and efficiencies that provide a business with a competitive advantage. However, Cyr and Choo (2010) argue that it requires time and effort to share knowledge. There is also the fear of losing knowledge and some doubt on how the knowledge is used by others. Blair (2002) notes that individuals within the organisation believe the knowledge they possess is more beneficial to the organisation than the data and information stored in the organisation's information systems. Knowledge sharing is a mutually dependent process involving an exchange of information whereby a floating support worker gives something of value and receives something of value. As participants from case D and case A asserts:

ASSW: *“In order to perform my role, knowledge sharing with my other colleagues is very important as it helps facilitate the services to the elderly. Without sharing information with other colleagues it can be difficult to successfully complete case notes.”*

ASSW: *“it is important to share knowledge with colleagues, even though you have the case note in front of you..... you still need to contact the team that made the referrals to get some vital information which is not written in the case file, hence the need to share knowledge”*

FSW: *“to be honest with you.....there is no way we would have work effectively without having to share knowledge and information with other colleagues..... it is very important that we communicate with one another in order to support the services user to living independently in their home”*

FSW: *“sometimes in my role, I am having to communicate my knowledge of having worked with a client for so long..... and because I have so much information regarding this client, which sometimes is not documented in the client’s file. I am having to communicate this knowledge to social services so they can make the right decision on the support that will be given to the client.”*

The knowledge required by floating support workers to effectively assess the needs of service users is considered to be tacit and it’s also primarily based on experience. Knowledge sharing between floating support workers and adult social services has to be harmonised, ensuring that the same ideas are not recreated. It has been stressed (Sharple et al., 2002) that knowledge sharing is only one of the tasks of the floating support worker and their role is about making sure that service user’s needs are met excellently. Some scholars (Cyr S and Choo C.W; 2010, Riege 2005, and Reid 2003) have noted that managing knowledge sharing involves a lot of enterprise and effort, together with specific incentives related to performance. In order to effectively share knowledge some commentators (Wasko and Faraj 2005; Harris 2006; Cress et al., 2007), have argued that building trust among the parties involved is an important enabler to promoting a knowledge sharing culture between individuals within an organisation.

5.3 Data Analysis from the Survey Questionnaire on the Role of Knowledge Sharing the Effectiveness of FSS

Knowledge sharing, at its most basic level, involves the processes through which knowledge is channeled between the giver and the receiver. However, knowledge can be embedded within different structures of an organisation (Egbu and Robinson, 2005), such as the technical tools, in the employees and their skills, the working routine and the various systems used by the organisation. The following section presents the data analysis from the survey questionnaire.

5.3.1 Job Role of Respondents

Table 5.1 and Figure 5.2 indicate that among the 99 respondents, 46% of the respondents' job role is adult social service worker while 53% of the respondents are floating support workers. This indicates that FSWs take the dominant role in completing the survey questionnaires. The findings suggest that the majority of the respondents that completed the questionnaires were FSWs. This could be attributed to the fact that most of them had the time to complete the questionnaires and are keen to see the outcome of the research, whereby knowledge sharing between ASSWs can be improved.

Table 5 1 Job Role of Respondents

	Frequency	Percentage	Cumulative Percent
Valid FSW	53	53.5	53.5
ASSW	46	46.5	100.0
Total	99	100.0	

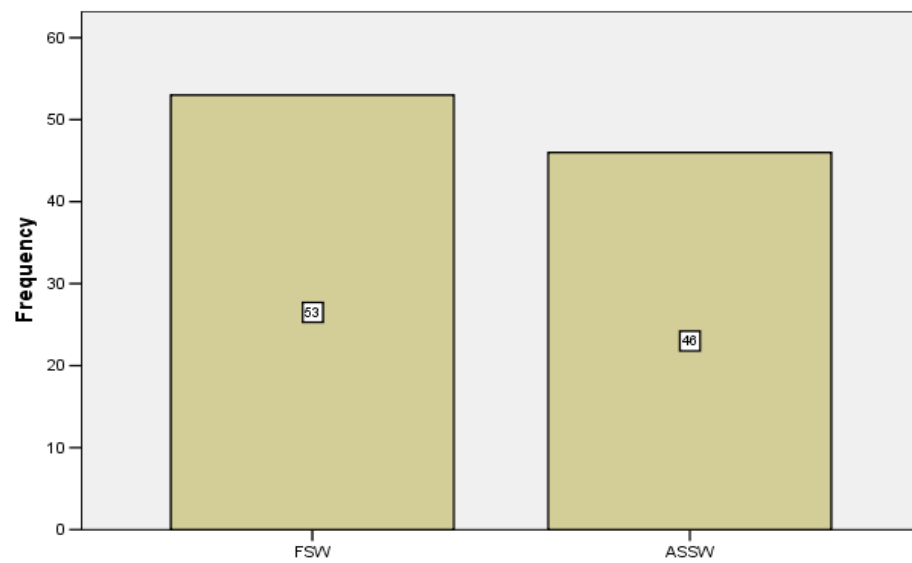


Figure 5 2 Distribution of Respondents Job Role

5.3.2 Age Profile of Respondents

The age profiles of the respondents are presented in Table 5.2 and Figure 5.3. The figures show that of the 99 respondents, 12.1% of the respondents were between 25-34 years; 32.3% were between the ages of 35-44 years, 37.4% of the respondents were between the ages of 45-54 and finally 18.2% of the respondents were between the ages of 55-64. Therefore, with 37.4% the majority of the respondents are from the age group 35-44 years.

Table 5 2 Age Profile of Respondents

	Frequency	Percentage	Cumulative Percentage
Valid 25-34	12	12.1	12.1
35-44	37	37.4	49.5
45-54	32	32.3	81.8
55-64	18	18.2	100.0
Total	99	100.0	

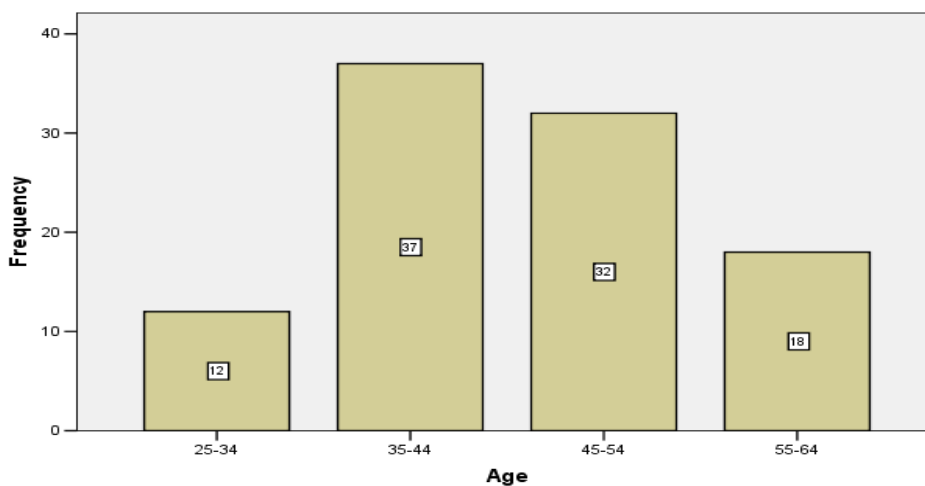


Figure 5 3 Age Profile of Respondents

5.3.3 Respondents Length of Service Experience

Table 5.3 and Figure 5.4 present the profile of respondents according to the number of years they have been providing floating support services to elderly people living in sheltered housing. The results indicate that the majority of the respondents are experienced and knowledgeable in the provision of floating support services.

Table 5 3 Length of job Experience of Respondents

	Frequency	Percentage	Cumulative Percentage
Valid 1-5years	9	9.1	9.1
5-6years	12	12.1	21.2
6-7years	23	23.2	44.4
7-8years	18	18.2	62.6
8-9years	30	30.3	92.9
over 10years	7	7.1	100.0
Total	99	100.0	

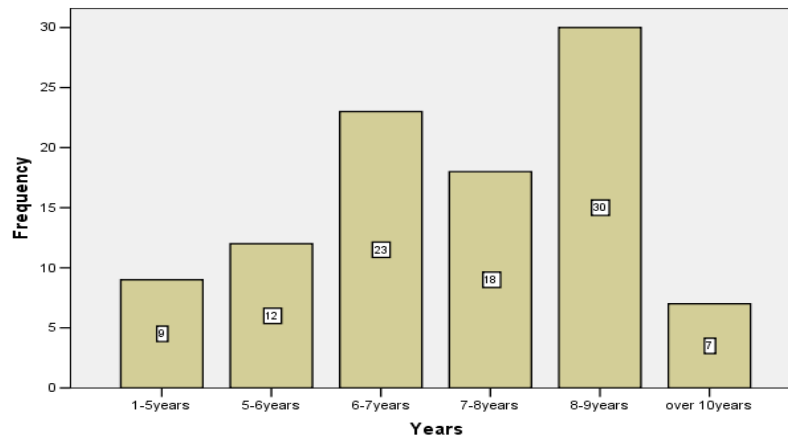


Figure 5 4 Distribution of FSW and ASSW according to years of experience

A Spearman's Correlation Coefficient test to determine the relationship between the length of experience of respondents and their job role. The Spearman rho's positive correlation coefficient of 0.356 with a significance value of .001 based on the sample size of (n-99) confirms there is a positive relationship, as shown in Table 5.4

Table 5 4 Spearman's Correction test for relationship between respondent length of work experience and job role

			Length of job Experience of Respondents	Job Role of Respondents
Spearman's rho	Length of job Experience of Respondents	Correlation Coefficient	1.000	.356(**)
		Sig. (1-tailed)	.	.001
		N	99	99
	Job Role of Respondents	Correlation Coefficient	.356(**)	1.000
		Sig. (1-tailed)	.001	.
		N	99	99

** Correlation is significant at the 0.01 level (1-tailed).

The relationship is significant because the significant value of .001 is less than 0.01, therefore it can be concluded that as the length of job increase, the respondents gain more knowledge of their job role.

5.3.4 Respondents' Clear Understanding of the meaning of Knowledge

Sharing

Table 5.5 and Figure 5.5 indicates that of the 99 respondents, 95% have indicated that they have a clear understanding of the meaning of knowledge sharing; while a small minority, 4% of the respondents, have no clear understanding of the meaning of knowledge sharing.

Table 5 5 Respondents' Clear understanding of the meaning of KS

	Frequency	Percentage	Cumulative Percentage
Valid Yes	95	96.0	96.0
No	4	4.0	100.0
Total	99	100.0	



Figure 5 5 Respondents' Clear understanding of the meaning of KS

Table 5.6 presents Spearman's Correlation Coefficient test to determine the relationship between the length of experience of respondents and respondents understanding of KS. The Spearman rho's positive correlation coefficient of ($\rho = 0.296$, $n = 99$, $p > .001$) confirms there is a positive relationship.

Table 5 6 Spearman's Correlation Test for relationship between respondent length of work experience and understanding of KS

			Length of job Experience of Respondents	Respondents Clear understanding of the meaning of KS
Spearman's rho	Length of job Experience of Respondents	Correlation Coefficient	1.000	.296(**)
		Sig. (1-tailed)	.	.001
		N	99	99
	Respondents Clear understanding of the meaning of KS	Correlation Coefficient	.296(**)	1.000
		Sig. (1-tailed)	.001	.
		N	99	99

**Correction is significant at the 0.01 level (1-tailed)

This indicate that there is sufficient evidence to suggest that the of length services increases the respondents understanding of the meaning of KS

5.3.5 Gender Profile of Respondents

Table 5.7 and Figure 5.6 indicate that of the 99 respondents, 35% are male while 64% are female. The dominant gender among the respondents is female. This shows that it was mostly females who participated in the research study.

Table 5 7 Gender Profile of Respondents

	Frequency	Percentage	Cumulative Percentage
Valid Male	35	35.4	35.4
Female	64	64.6	100.0
Total	99	100.0	

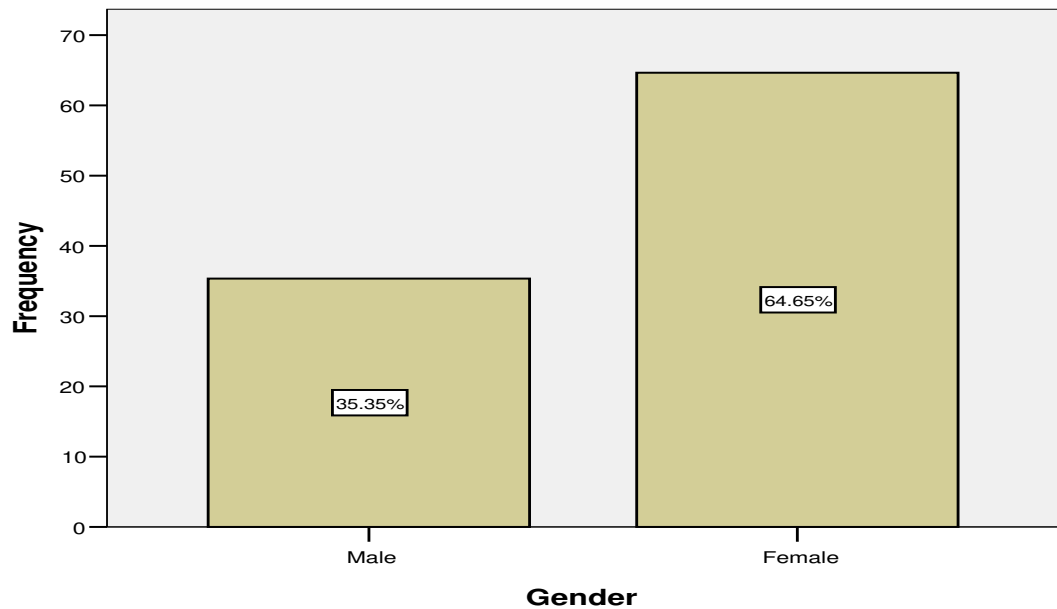


Figure 5 6 Gender Profile of Respondents

Table 5.8 and Figure 5.7 of the questionnaire survey show that a good number of the respondent 81% agree and strongly agree that knowledge sharing aids the development of new ideas to effectively provide floating support services. However, a small number of respondents 18% disagreed and strongly disagreed.

(Q1) Table 5 8: Aids the development of new ideas

	Frequency	Percentage	Cumulative Percentage
Valid Agree	39	39.4	39.4
Strongly agree	42	42.4	81.8
Disagree	12	12.1	93.9
Strongly disagree	6	6.1	100.0
Total	99	100.0	

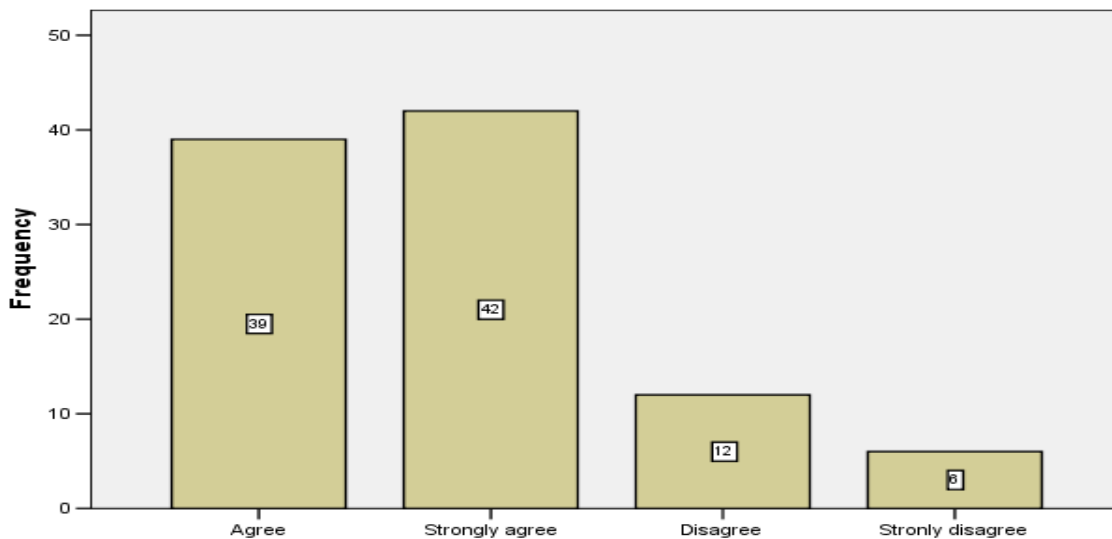


Figure 5 7: Aids the development of new ideas

(Q2) Table 5 9: Improves collaboration between teams

	Frequency	Percentage	Cumulative Percentage
Valid Agree	36	36.4	36.4
Strongly agree	52	52.5	88.9
Disagree	7	7.1	96.0
Strongly disagree	4	4.0	100.0
Total	99	100.0	

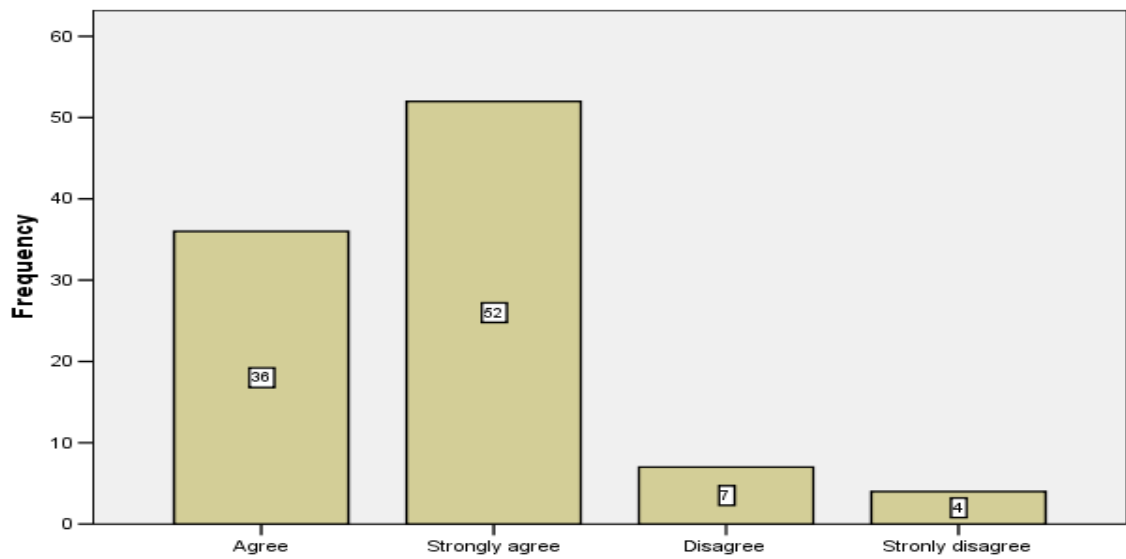


Figure 5 8: Improves collaboration between teams

The results from Table 5.9 and Figure 5.8 show that a good proportion of the respondents, 88% strongly agrees or agrees that knowledge sharing improves collaboration with team members. However, a small proportion of the respondents, 11% strongly disagrees and disagrees.

Data from the questionnaire has revealed that the majority of respondents (88%) believe that knowledge sharing improves collaboration in the provision of FSS. Although, eleven percent of the respondents argue against whether knowledge sharing can be managed through collaboration. However, in practice most business try to manage knowledge sharing through a combination of people, process and technological tools and techniques programmed to improve performance and add value. This may then explain the fact that majority of those surveyed agrees that collaboration aid knowledge sharing in the provision of floating support services. The findings from the questionnaire demonstrates that collaboration through knowledge sharing improved teams working relationship as it enables them to draw from each other expertise and experiences. This is supported by, (Egbu, 1999) who argues that collaboration with teams is central for business success as it helps to build up core competencies that significantly increase the opportunity for innovation.

(Q3) Table 5 10: Provides an opportunity to share client details and tailor support to their needs

	Frequency	Percentage	Cumulative Percentage
Valid Agree	33	33.3	33.3
Strongly agree	44	44.4	77.8
Disagree	14	14.1	91.9
Strongly disagree	8	8.1	100.0
Total	99	100.0	

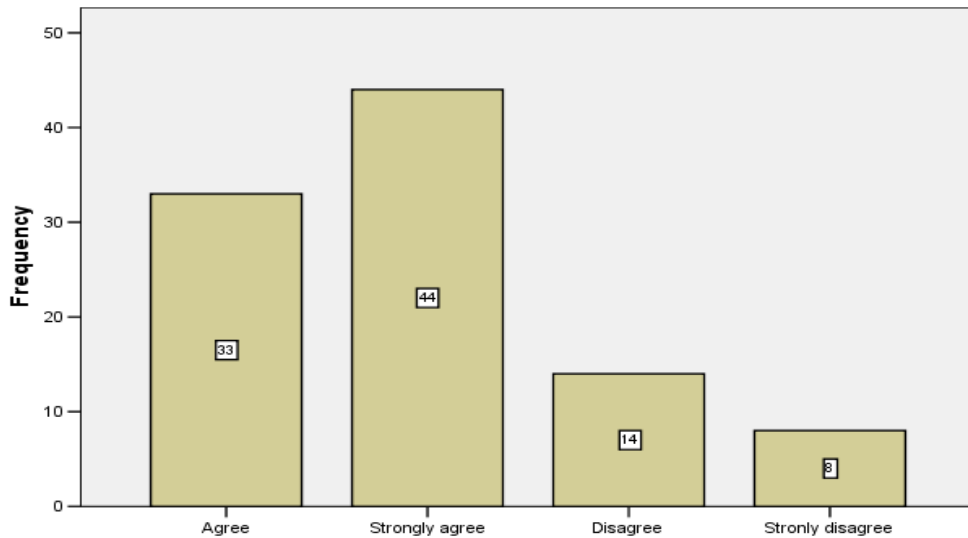


Figure 5 9:Provides an opportunity to share client details and tailor support to their needs

The results from Table 5.10 and Figure 5.9 shows that 22% of respondents strongly disagree and disagree that knowledge sharing with colleagues providing floating support services offers an opportunity to tailor support services to clients' needs. On the other hand, 77% of the respondents strongly agree or agree that knowledge sharing with colleagues provides the opportunity to meet clients' needs.

(Q4) **Table 5 11: It reduces the need for repeated case meetings**

	Frequency	Percentage	Cumulative Percentage
Valid Agree	46	46.5	46.5
Strongly agree	36	36.4	82.8
Disagree	10	10.1	92.9
Strongly disagree	7	7.1	100.0
Total	99	100.0	

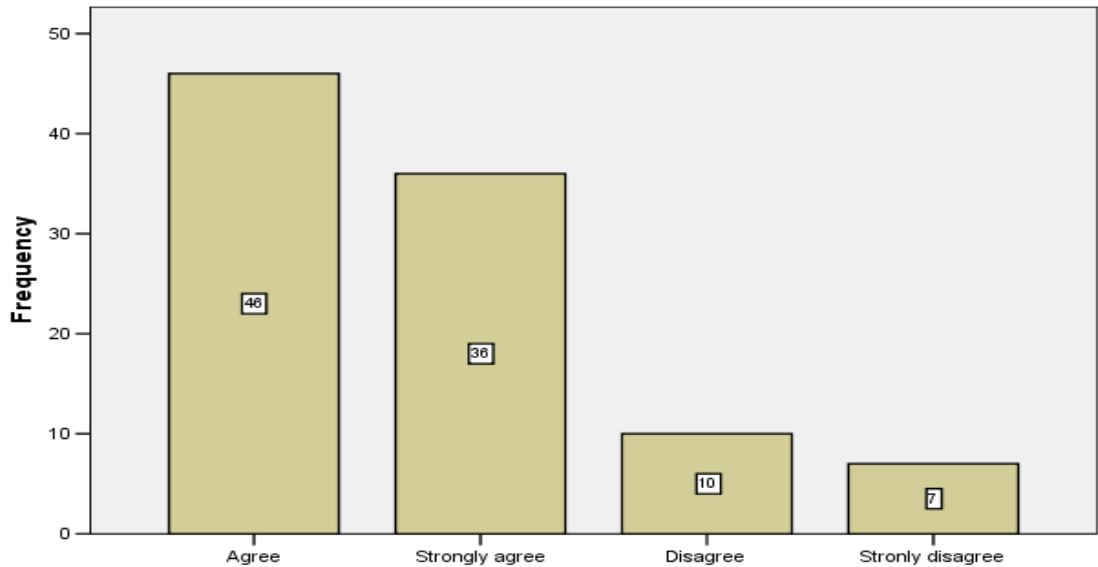


Figure 5 10: It reduces the need for repeated case meetings

Table 5.11 and Figure 5.10 show that the majority of the respondents, 82% strongly agree and agree that knowledge sharing with colleagues reduces the need for repeated case meetings. However, a small minority of the respondents, 17% strongly disagree or disagree with this statement.

(Q5) Table 5 12: Service users get a quick and tailored service in accordance with their needs.

	Frequency	Percentage	Cumulative Percentage
Valid Agree	47	47.5	47.5
Strongly agree	40	40.4	87.9
Disagree	8	8.1	96.0
Strongly disagree	4	4.0	100.0
Total	99	100.0	

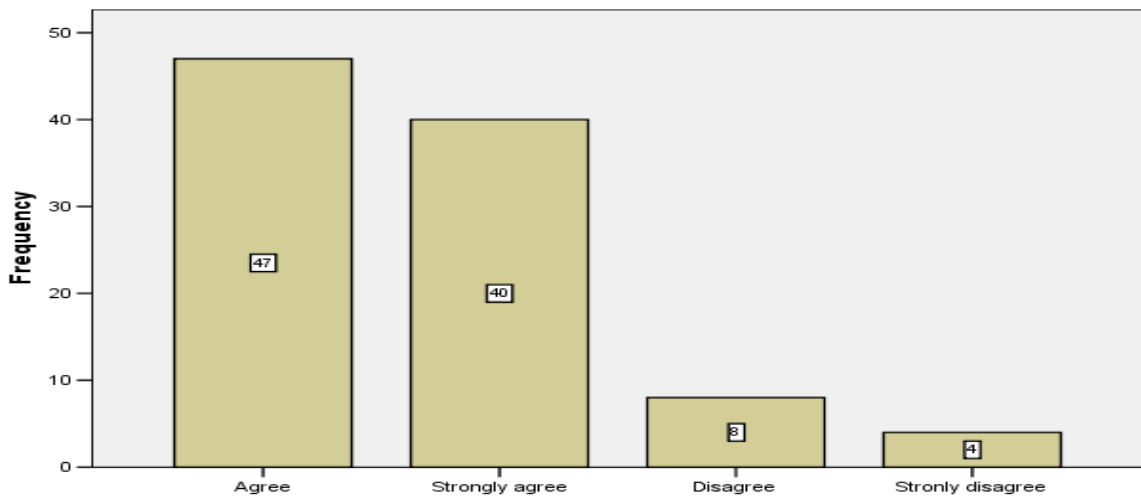


Figure 5 11: Service users get a quick and tailored service in accordance with their needs.

The result from Table 5.11 and Figure 5.10 show that 87% of respondents strongly agree and agree with this statement. While 12% of the respondents strongly disagree that knowledge sharing with colleagues providing floating support services offers an opportunity for service users to get a quick and tailored service according to their support needs.

(Q6) Table 5 13: Knowledge sharing provides new insight and encourages free flow ideas

	Frequency	Percentage	Cumulative Percentage
Valid Agree	56	56.6	56.6
Strongly agree	33	33.3	89.9
Disagree	6	6.1	96.0
Strongly disagree	4	4.0	100.0
Total	99	100.0	

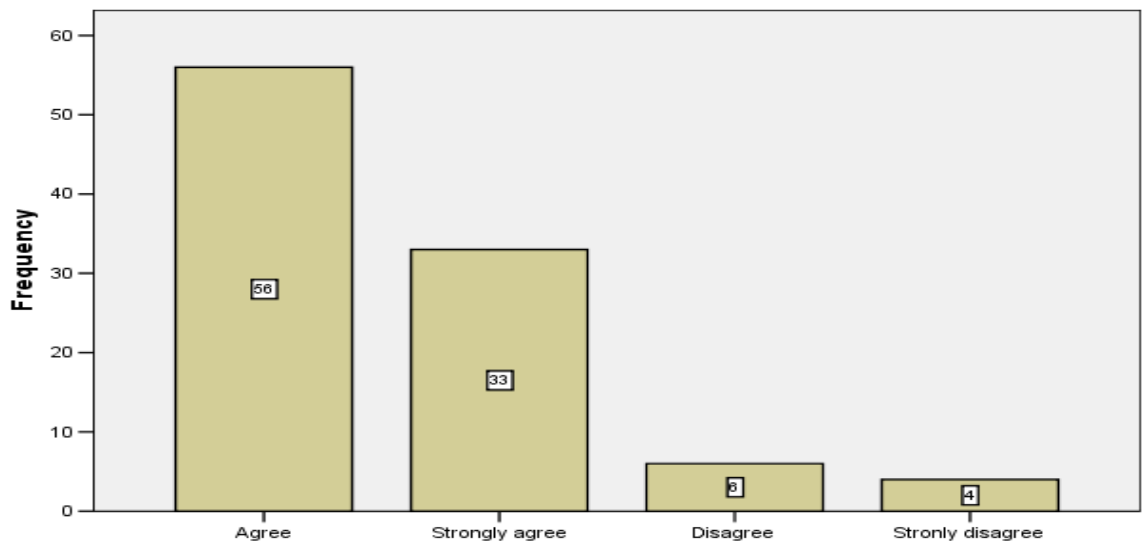


Figure 5 12: Knowledge sharing provides new insight and encourages free flow ideas

Table 5.13 and Figure 5.12 show that the majority of the respondents, 89% strongly agree and agree that knowledge sharing with colleagues provides new insight and encourages a free flow of ideas. However, a small minority of the respondents, 10%, strongly disagree or disagree with this statement

Table 5 14: Summary of the overall responses

		Q1	Q2	Q3	Q4	Q5	Q6
N	Valid	99	99	99	99	99	99
	Missing	0	0	0	0	0	0
Mean		1.848	1.79	1.97	1.78	1.69	1.58
Median		2.000	2.00	2.00	2.00	2.00	1.00
Mode		2.0	2	2	1	1	1
Std. Deviation		.8615	.746	.897	.898	.791	.784
Variance		.742	.557	.805	.807	.625	.614
Range		3.0	3	3	3	3	3
Sum		183.0	177	195	176	167	156

The overall result of the survey, as shown in Table 5.14, suggests that the majority of those surveyed, over 50%, confirmed that knowledge sharing has a positive effect on the provision of floating support services. The majority of respondents felt that the provision of floating services improve significantly and it's positively related to sharing explicit knowledge with colleagues. However, over a third of the respondents say their job does not enable them to network with others in the industry.

The importance of knowledge sharing at different levels in an organisational setting has been acknowledged in literature (Egbu 2001 and Khamseh and Jolly, 2008). Knowledge sharing occurs through interaction and networking with individuals in an organisation via meetings and luncheons organised through the use of information technology. Accordingly, many authors (Davenport and Prusak, 1998; Bishop et al.; 2008 and Anumba et al. 2005) have identified knowledge sharing as a process which involves the exchange and voluntary dissemination of acquired skills and experience between individuals and across groups in an organisation. However, Huysman and Wulf (2006) point out that, ordinarily, individuals are unwilling to share their knowledge without receiving some form of reward in return. Individuals providing floating support services to

the elderly living in sheltered housing also have to liaise with other organisations to provide effective floating support services. Hence, knowledge sharing plays an important role in ensuring that through the sharing of information the right support is offered to elderly people living in sheltered housing.

5.4 Summary of Chapter

This chapter has presented data from the semi-structured interviews and questionnaire survey. The data describes the role of knowledge sharing in helping to develop new ideas and thereby bridging collaboration between floating support workers and adult social services workers. The data reveals that most of the survey respondents believe that knowledge sharing has an impact on the productivity and performance of floating support workers and adult social services workers. This result is in accordance with the data obtained from the semi-structure interviews. The perception of many of the interview participants is that through effective knowledge sharing productivity and performances improves, thereby providing a better services to the services users in sheltered housing. The next chapter, present data analysis on the benefits of knowledge sharing and how it improves floating support services.

CHAPTER SIX

THE BENEFITS OF KNOWLEDGE SHARING AND HOW IT CAN IMPROVE FLOATING SUPPORT SERVICES

6.1 Introduction

The concept of knowledge sharing has gained enormous interest and organisations are keen to understand, identify and explore the benefits of facilitating knowledge sharing. Knowledge sharing occurs explicitly when, for instance, a floating support worker communicates with other agencies about a practice or procedure that improve services and performance. Some writers (Davenport and Prusak, 1998; Wasko and Faraj, 2005; Egbu et al., 2001) have defined knowledge sharing as a process that involves exchanging knowledge between individuals and groups; whereby individuals impart their expertise or understanding of an issue to other individuals to enable them to better perform their role.

However, in the context of this study, knowledge sharing is the exchange of information, processes and procedures between floating support workers and officers from adult social services in order to efficiently and effectively provides services to the elderly living in sheltered housing. Knowledge sharing is a mutually dependent process involving an exchange of information whereby a floating support worker gives something of value and receives something of value in return. Floating support workers carry out crisis intervention work and perform multi-disciplinary roles in order to support clients who often have multiple needs; such as an elderly person living in sheltered housing requiring a new grab rail, arranging the installation of a new shower or organising day centre visits. Commentators suggest that floating support teams work in partnership with other agencies including Social Services, Community Mental Health Teams (CMHT) and other statutory services (Cameron 2010).

Numerous studies (Egbu et al., 2001; Riege 2005; Cyr and Choo 2010) have discussed the benefits of knowledge sharing to the success of organisations in different contexts, as detailed in (section 3.13). Knowledge sharing also provides an opportunity to apply ideas, insights and information to problems to obtain the best solution. Whilst knowledge sharing improves working relationships between professionals, it also reduces tension and brings emotional relief when staff members share problems and reach joint solutions. Knowledge sharing enhances effectiveness and efficiency by spreading good ideas and practices. The benefits of knowledge sharing in other business sectors have been documented in literature as; increasing performance and productivity (Knapp, 1998), reducing costs (Hult et al., 2006), better customer services (Plessis 2007) and increasing profit margins (Choi et al., 2008). It has been noted (Chuang, 2004) that organisations that implement knowledge sharing often have a competitive advantage. Therefore, knowledge sharing can result in improved products, processes and services. Hence, the data analysis from both the qualitative and quantitative data collection on the benefits of knowledge sharing to the task of providing floating support services to elderly people living in sheltered housing are presented in following section.

6.2 Data Analysis from the Semi-Structure Interviews on the Benefits of KS to FSS

Floating support workers are now trying to facilitate the emergence of knowledge sharing within teams to encourage alignment of changing practices, thereby assisting the transfer of knowledge throughout the organisation (Bennett and Gabriel, 1999; Heywood et al, 2002). FSWs and ASSWs play different roles and are involved in decision making processes. In carrying out their roles they draw on a variety of knowledge assets within and across organisational boundaries. In doing this, new knowledge is created and existing knowledge shared, transferred and exploited. As shown in the number of responses and references in Figure 6.1, KS is important in this context as noted by the interview participants as it

brings together diverse knowledge sources from different sections of the team involved in the provision of FSS.

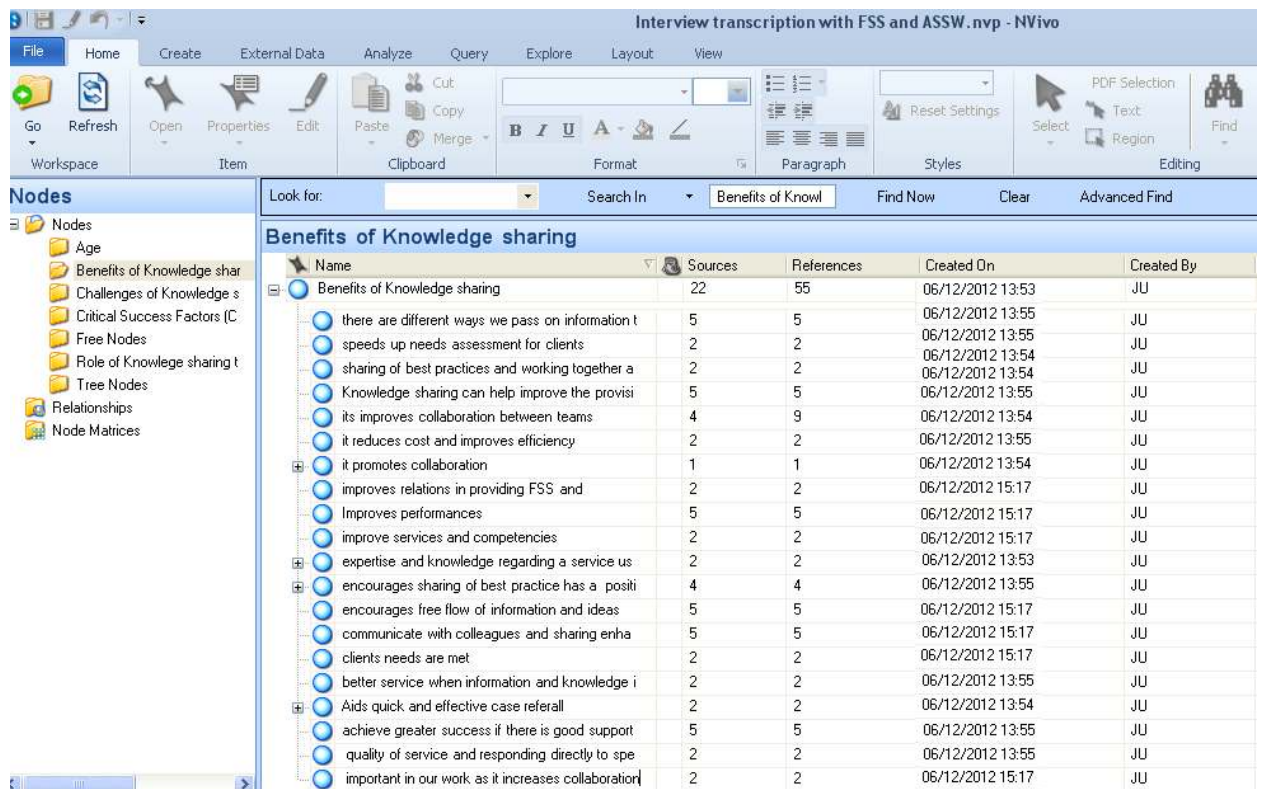


Figure 6 1 Screen short in Nvivo showing benefit of KS to FSS

Knowledge sharing plays a significant role in assisting an organisation in realising best practice, and minimising both the learning curve and effort invested by employees to master new fields of expertise (Hansen, 2002; McDermott and O'Dell, 2001). Figure 6.2 represents the model version (using Nvivo 10) to further highlight the benefits of knowledge sharing to the successful implementation of floating support services in sheltered housing as emerging from the interview analysis.

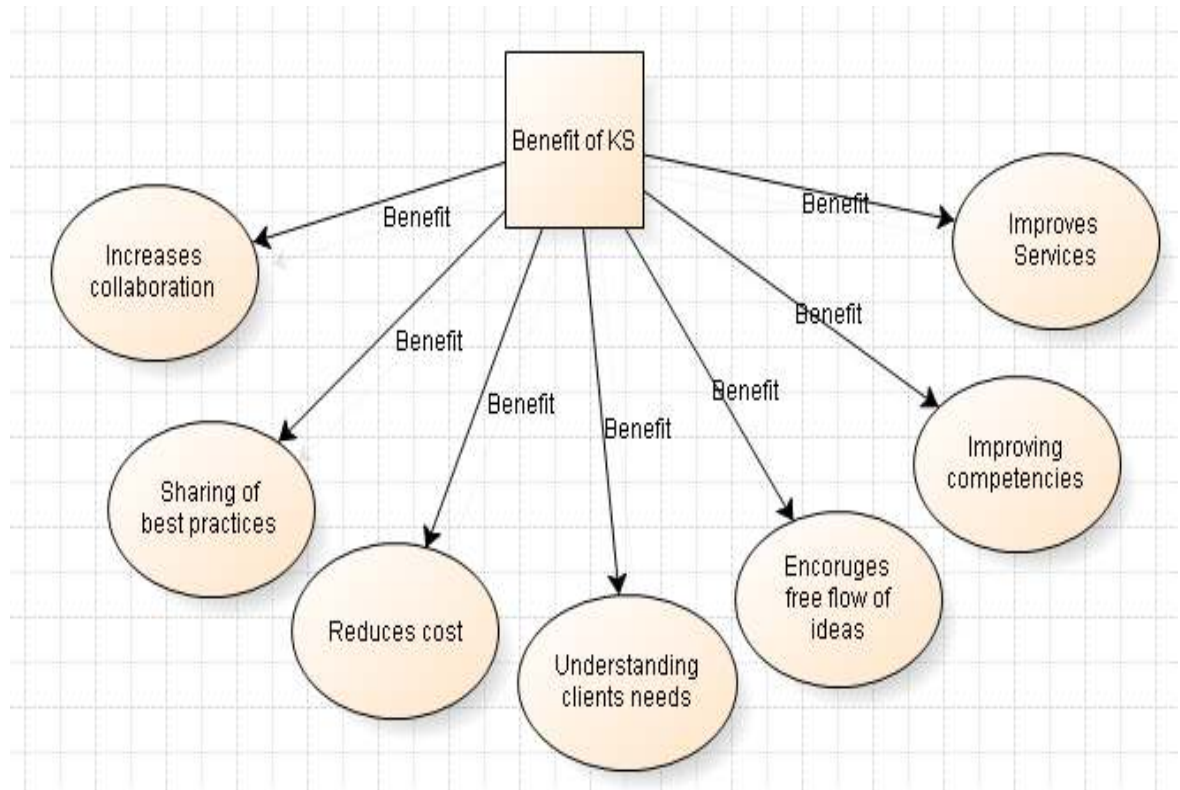


Figure 6 2: KS Benefits to Floating Support Services

Knowledge sharing improves the provision of floating support services to elderly people living in sheltered through the sharing of best practices. From the example shown in Figure 6.1, 'benefits of KS to FSS' was a node with (22) sources and 55 (references). This meant that twenty-two (22) participants were referenced within the context of this theme and 55 references (answers) were identified. From the above diagram it shows that KS plays an important role in the provision of FSS as supported and noted by participants from case A and case E :

FSW: “the benefit of knowledge sharing is not monetary but knowing that I am collaborating with my colleagues. It is self-satisfaction and knowing that I am imparting my knowledge to others to improve services.”

FSW: *“when knowledge is shared, it becomes easier for other team members to get the information faster. Communicating and sharing of experience with team members regarding services users needs, speeds up the support processes.”*

FSW: *“ the key benefit for me is that my tasks are implemented easily and faster.....also my confidence also improved and I am actively able to cope with a difficult situation. I dare say knowledge sharing with teams improves my competency and my value increased if you know what I mean.”*

ASSW: *“....knowledge and expertise gathered from years of experience can be easily shared when it is effectively presented and communicated. “....the most significant benefit for me is the support I got from other team members and the recognition within my team...”*

ASSW: *“....my role means I have to work under a very tight schedule....hence knowledge sharing with colleagues saves the time I need to decide on a referral which is very critical for effective task performance... as I am able to spend less time on making the decision on the need support for a services users.”*

Embedding and embracing knowledge sharing, in the context of sheltered housing schemes, requires technologies and organisational roles. Foy (1999), highlights a number of benefits and contributions that consulting and services businesses have experienced when introducing knowledge sharing practices. The benefits range from sharing best practices through databases and virtual libraries to innovative practices to encourage staff to share their ideas and experiences. Knowledge sharing between floating support workers and adult social service workers provides many benefits which allow them to build on past

experiences, develop new ideas and avoid past mistakes. Another participants from case F and case B added that:

ASSW: *“the nature of our role means we have to liaise and communicate with colleagues and knowledge sharing enhances relationships with colleagues and increases our productivity”*

ASSW: *“knowledge and information are very dynamic and they vary from person to person.....the individual who is more knowledgeable about a services user situation will have to share the knowledge with other colleague in order to help the service user get the right support tailor to his/her needs.”*

FSW: *“.....greater awareness about a team members’ expertise..... and the ability to share knowledge improves one’s ability to perform well and improved performances.”*

FSW: *“in my role, I have used some technologies such as email, and telephone to share knowledge and information with colleagues.. As a result of, colleagues are able to perform their tasks successfully. I guess that knowledge sharing with other team members does speed up decision processes at the very critical stage.....”*

FSW: *...“I think...and believe that many benefits may be derived from the knowledge sharing.....as service users satisfaction can be improved with the capacities and skills set of team member through effective knowledge sharing....”*

The majority of those interviewed, as shown in Figure 6.1, with 22 sources and 55 references, felt that knowledge sharing provides a great deal of benefit as it helps to speed up the referral process and, thereby, to swiftly provide essential services in accordance with the client's needs. This concurs with the findings of Lee and Choi (2003) which show that an appropriate culture for interaction and dialogue between individuals or groups is the basis for the creation of new ideas and, in turn, improves organisational performance. Consequently, knowledge sharing in the provision of floating support services is perceived, by majority of those interviewed, to be the way forward for better productivity and efficiency which is central to meeting the clients' needs.

6.3 Data Analysis from the Survey Questionnaire on the Benefits of KS To FSS

Table 6.1 and Figure 6.3 present the results of the questionnaire survey regarding the perceptions of respondents to the benefits of knowledge sharing to effectively provide floating support services to elderly people living in sheltered housing.

(Q7) Table 6 1: KS helps to improve productivity and performance in respect of clients' needs

	Frequency	Percentage	Cumulative Percentage
Valid Agree	38	38.4	38.4
Strongly agree	44	44.4	82.8
Disagree	10	10.1	92.9
Strongly disagree	7	7.1	100.0
Total	99	100.0	

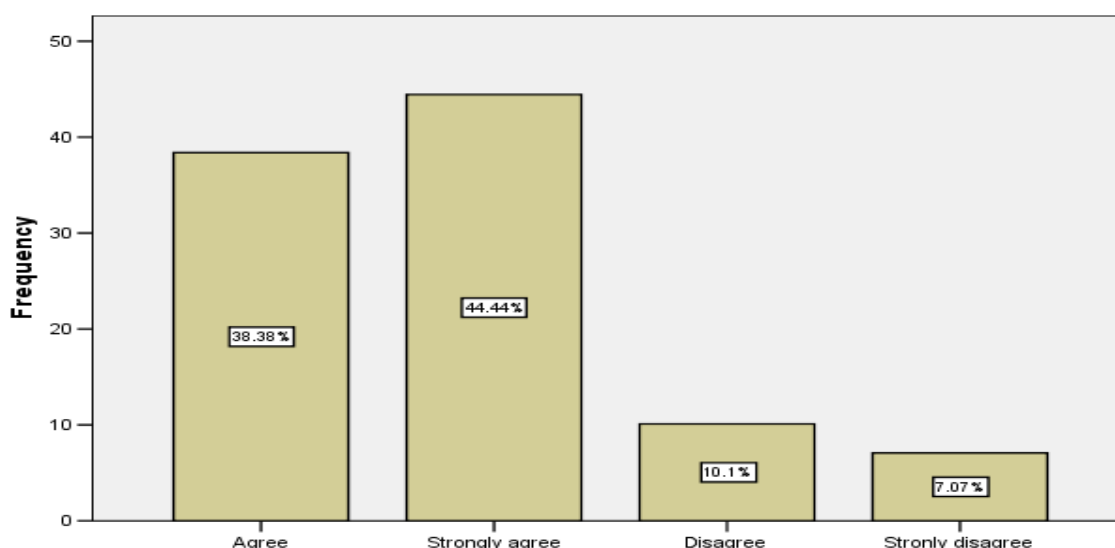


Figure 6 3: KS helps improve productivity and performance in respect of clients' needs

The above results of the questionnaire survey show that 80% strongly agree and agree that KS provides great benefits to the successful implementation of floating support services. Only a small percentage, 10%, of the survey respondents strongly disagree or disagree that KS provides any significant benefits to the successful provision of floating support services.

(Q8) Table 6 2: KS speeds up the process of client referral and aids the delivery of support services

	Frequency	Percentage	Cumulative Percentage
Valid Agree	37	37.4	37.4
Strongly agree	30	30.3	67.7
Disagree	16	16.2	83.8
Strongly disagree	16	16.2	100.0
Total	99	100.0	

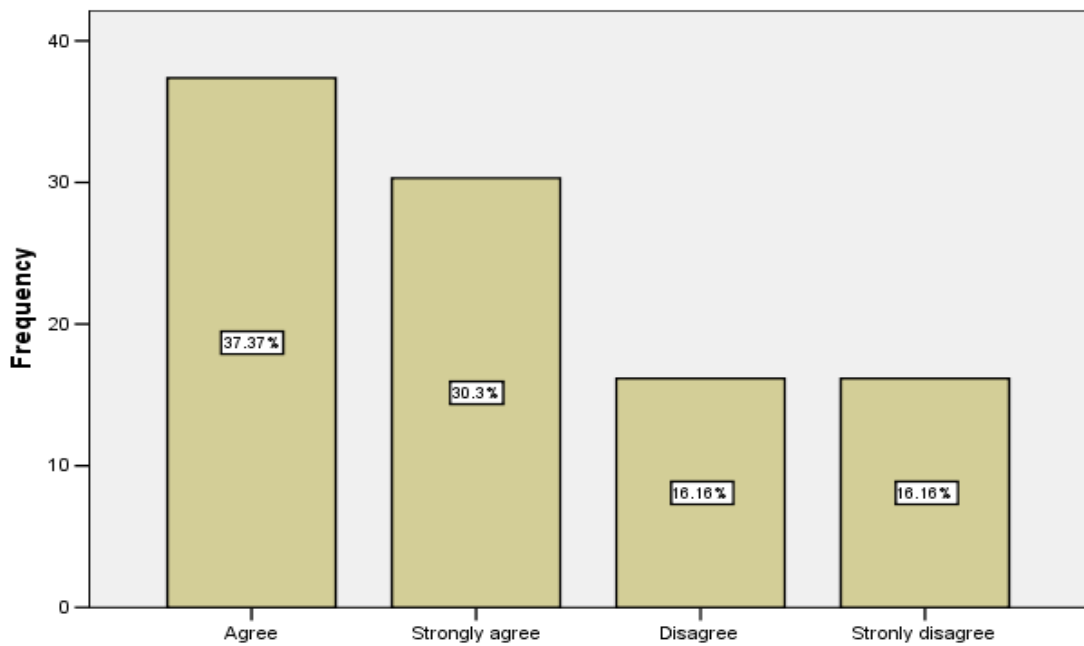


Figure 6 4: KS speeds up the process of client referral and aids the delivery of support services

In response to (Q8), Table 6.2 and Figure 6.4 show that 67% of the respondents strongly agree and agree that KS provides benefits to the delivery of floating support services to the elderly in sheltered housing. While 32% of the respondents strongly disagree and disagree with this statement.

(Q9) Table 6 3: KS provides updates of current practises and valuable new information

	Frequency	Percentage	Cumulative Percentage
Valid Agree	33	33.3	33.3
Strongly agree	40	40.4	73.7
Disagree	15	15.2	88.9
Strongly disagree	11	11.1	100.0
Total	99	100.0	

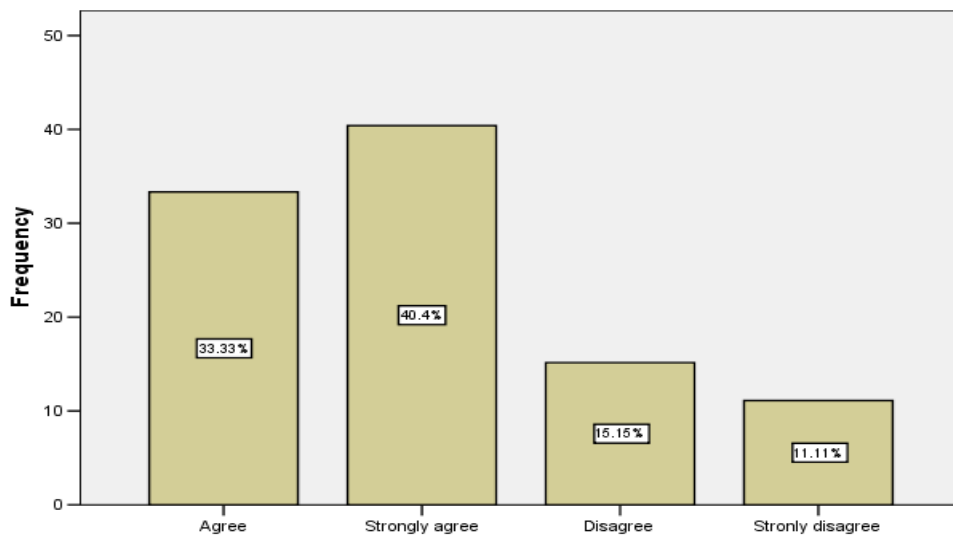


Figure 6 5: KS provides updates of current practises and valuable new information

The results from Table 6.3 and Figure 6.5 suggest that of the majority of respondents surveyed 73% strongly agree and agree that knowledge sharing contributes to the successful implementation of floating support services through improved collaboration with colleagues. However, a minority of 23% of respondents did not agree that knowledge sharing provides any benefit in this regard.

(Q10)

Table 6 4: KS brings together diverse knowledge and expertise

	Frequency	Percentage	Cumulative Percentage
Valid Agree	35	35.4	35.4
Strongly agree	47	47.5	82.8
Disagree	8	8.1	90.9
Strongly disagree	9	9.1	100.0
Total	99	100.0	

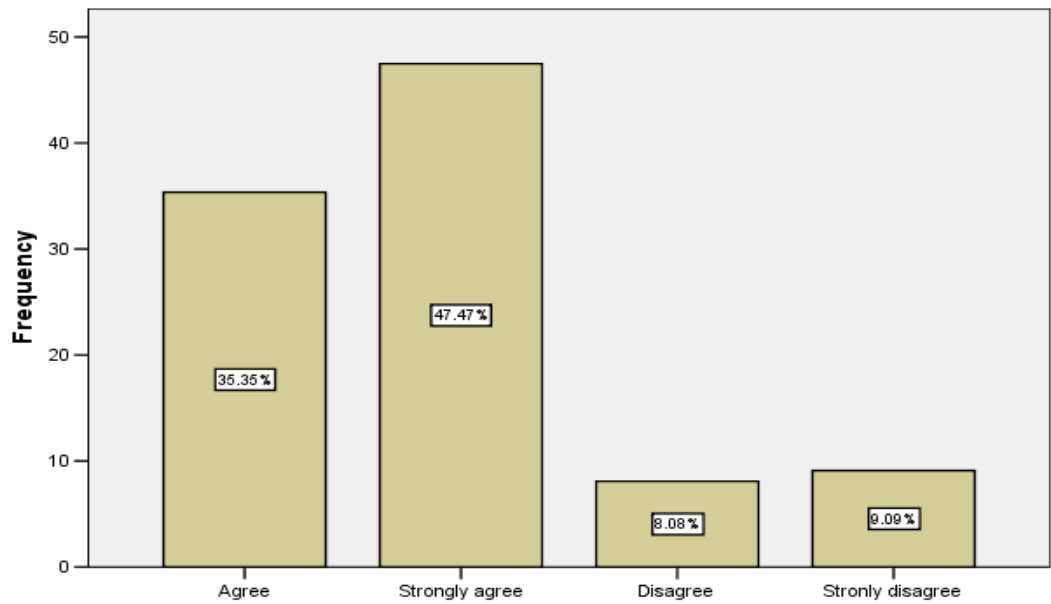


Figure 6 6: KS brings together diverse knowledge and expertise

In response to (Q10), Table 6.4 and Figure 6.6 suggest 82% of the respondents strongly agree and agree that KS benefits the provision of floating support services but only 17% of the respondents strongly disagree and disagree with this statement.

Table 6 5: Summary of the overall responses

		Q7	Q8	Q9	Q10
N	Valid	99	99	99	99
	Missing	0	0	0	0
Mean		1.86	2.11	2.04	1.91
Median		2.00	2.00	2.00	2.00
Mode		2	1	2	2
Std. Deviation		.869	1.087	.968	.893
Sum		184	209	202	189

In conclusion, the above table provides an overall view of the perceptions of the respondents to the benefits of knowledge sharing in the provision of floating support services. Overall, the majority of respondents interviewed and surveyed recognises the benefits of knowledge sharing to the provision of floating support services and are engaged in tasks that provide the opportunity to share and enhance their ability for sharing processes and procedures to effectively deliver services tailored to the requirements of elderly people living in sheltered housing. Knowledge sharing is thus a natural solution to improving operations and productivity in order to enhance customer service. According to Egbu and Robinson (2005), processes such as knowledge generation, dissemination and sharing are seen to be important aspects of a knowledge economy. Knowledge sharing is emerging as a vital activity for organisations in preserving valuable knowledge and for exploiting the creativity of individuals to generate improvement. At the same time, in providing floating support services, changes in demographics mean that people are living longer and seeking housing with specific provision that enables them to live independently with support in place that has been tailored to meet their specific needs.

There is a growing recognition that much more attention needs to be paid to knowledge sharing in the form of ensuring the availability and accessibility of

accurate and reliable information when required. Hence, effective knowledge sharing practices help to improve communication and collaboration between floating support workers and adult social service workers. Knowledge sharing between floating support workers and adult social service workers is, therefore, a key factor in implementing effective floating support services for the elderly living in sheltered housing.

6.4 Summary of Chapter

This chapter has presented details of both the qualitative and quantitative data analysis of the benefits of knowledge sharing in the provision of floating support services to elderly people living in sheltered housing. The benefits and the implementation of knowledge sharing in the provision of floating support service in sheltered housing for the elderly has been identified, by all respondents, as increasing collaboration, sharing best practises, improving competencies, encouraging the free flow of ideas, improving service provision and helping to understand clients' needs. The next chapter presents the data analysis on the challenges associated with effective knowledge sharing in providing floating support services to elderly people living in sheltered housing.

CHAPTER SEVEN

CHALLENGES ASSOCIATED WITH EFFECTIVE KNOWLEDE SHARING IN PROVIDING FLOATING SUPPORT SERVICES

7.1 Introduction

Many organisations face challenges relating to knowledge, including how to create, use and reuse knowledge in an effective manner. Knowledge can be spread over many geographical locations, stored in multiple central and local systems and be held by various individuals who form an organisation. Knowledge can be tangible and explicit or indefinable and tacit; it can vary from knowledge of best practices and lessons learnt to research or the experience gained over decades by an employee. The challenges related to knowledge sharing become even greater when the knowledge is spread not only throughout an organisation, but also amongst its employees. The challenges to knowledge sharing have been highlighted in literature and include: Lack of appreciation of KS, lack of time, lack of KS culture, fear of lost job security, level of education, lack of social network, fear of loss of ownership (Riege, 2005; Ardichvili et al., 2006).

The complexity of information sharing remains the number one challenge facing the agencies involved in providing floating support in the context of sheltered housing provision. It has been argued (Sharples et al; 2002, and Cameron 2010) that joint initiatives provide a unique opportunity for close working relationships between agencies to ensure that there is greater co-ordination in providing better integrated services for elderly people living in sheltered housing. According to Yaacob et al (2011) “knowledge sharing is not just about a useful system of communication tools and methods of exchanging dialogue; it is all about the people that use the systems”. Some authors (Sharples et al; 2002; Richardson and Asthana 2006; and Vallelly and Manthorpe 2009) state that collaboration between housing and social service agencies will help identify and tailor the

support needs of the elderly living in sheltered housing. Hence, supporting elderly people living in sheltered housing depends largely on the collaboration and information sharing between housing and social services. Floating support workers (FSW) and adult social services workers (ASSW) collaborate to gain a competitive advantage through knowledge sharing. However, effective knowledge sharing depends upon the way individuals relate to each other within an organisation.

7.2 Data Analysis from the Semi-structure Interviews and Survey

Questionnaires: The Challenges of KS to FSS

The benefits of knowledge sharing in the provision of floating support service has been highlighted in the previous chapter. The following section discusses the challenges identified from the semi structured interviews and questionnaire survey. The challenges, derived from the interviews and survey questionnaire, will be discussed in the following section. Figure 7.1 shows the responses and the number of references which emerged from the interview process captured on Nvivo on the challenges of KS.

Name	Sources	References	Created On	Created By
Challenges of Knowledge sharing to FSS	0	0	06/12/2012 15:14	JU
lack of trust	15	33	06/12/2012 15:14	JU
withholding critical client information fro	10	20	06/12/2012 15:14	JU
relationship with colleagues	7	13	06/12/2012 13:56	JU
not meeting client needs	10	19	06/12/2012 13:55	JU
issue to do with confidentiality	9	18	06/12/2012 13:57	JU
inefficient services not repoding direc	10	20	06/12/2012 13:56	JU
exclusions by colleagues	11	21	06/12/2012 15:14	JU
discourages collaborations between te	8	15	06/12/2012 15:14	JU
Lack of time	16	42	06/12/2012 15:14	JU
wasting precious time traveling to meeti	8	24	06/12/2012 15:14	JU
not getting the right communication and	5	12	06/12/2012 15:12	JU
having to travel to different location me	8	17	06/12/2012 15:13	JU
distance and location to casenote meet	11	27	06/12/2012 13:35	JU
deadline on case note mean its difficult	8	19	06/12/2012 15:14	JU
communicate issues	11	20	06/12/2012 13:35	JU
busy work schedule mean it difficult to c	12	24	06/12/2012 15:15	JU
Lack of Motivation	11	39	06/12/2012 15:14	JU
confidentiality and data protection	12	33	06/12/2012 15:15	JU
too much red tape	7	15	06/12/2012 13:40	JU
too much emphasis on protecting client	6	9	06/12/2012 13:35	JU
rigid policy on disclosing client personl	5	11	06/12/2012 15:19	JU
individual fear of breaking organisation	5	12	06/12/2012 13:34	JU
improve resident needs	7	16	06/12/2012 13:33	JU
exclusions by colleagues	6	15	06/12/2012 15:19	JU
confidentiality	7	16	06/12/2012 16:46	JU
apprehension and suspicion from tean	4	8	06/12/2012 15:13	JU
Communication and Information restraints	19	46	06/12/2012 15:21	JU

Figure 7.1 Screen shot showing Nodes on the Challenges of KS to FSS

Challenges of Knowledge sharing to FSS		
Name	Sources	References
Challenges of Knowledge sharing to FSS	0	0
lack of trust	15	33
Lack of time	16	42
Lack of Motivation	11	39
confidentiality and data protection	12	33
Communication and Information restraints	19	46

Figure 7 2 Summary of Nodes on Challenges of KS to FSS

7.2.1 Communication and Information Restraints

Floating support is a term that is used to describe the delivery of a number of different housing support services. It describes a flexible, peripatetic way of providing, or facilitating, low to medium support to individuals living in sheltered housing. The purpose of floating support is to provide general, non-specialist support with daily living skills, practical tasks and to sustain a tenancy through the development of independent living skills. Through planning the support FSWs and ASSWs collect information about their service users in order to provide the adequate support for elderly people living in sheltered housing. However, it has been noted by some participants that it is increasingly difficult to obtain information and feedback from colleagues, mainly social services, regarding client referral notes due to a lack of trust. This is illustrated in the theme captured from Nvivo 10.0 as shown in Figure 7.3. with 19 sources and 46 references

Challenges of Knowledge sharing to FSS			
Name	Sources	References	
Challenges of Knowledge sharing to FSS	0	0	
Communication and Information restraints	19	46	
too much issues on service and respon	7	13	
referral difficulty	6	11	
poor communication mean services use	4	6	
not getting the right information is frustr	5	11	
non disclosure of client support outcom	9	17	
liase and communciate	7	15	
incomplete information and sometimes	5	13	
for knowledge sharing to work, there is	2	5	
follow up after a referral is non existenc	9	21	
assess to the right information is limited	5	11	

Figure 7 3: Screen shot showing the node on communication and information restraints

As shown in Figure 7.3, communication and information restraints was mentioned as one of the challenges that prevents knowledge sharing with teams, with 19 sources and 42 references from the interview analysis. The information collected through the provision of support planning provides valuable knowledge about the services the user needs. This knowledge is valuable to the housing provider and adult social services as it can be used to tailor the needs of the service user, thereby allowing them to live independently in sheltered housing without resorting to care home dependency. However, this is proving to be a challenge, as noted by participants from case B stated:

FSW: *“....It’s frustrating after making a referral for a client to the social services; it is difficult to follow- up the referral as social services would not disclose the outcome of the meeting to us.”*

FSW: *“....In my team, too much knowledge is generated and used..... there are different kind of knowledge an individual may process such as know-how, skills, insights and experiences, but the biggest challenge is most of the knowledge that has just communicated and shared are sometimes ineffective and inefficient.....”*

FSW: *“.....I think...and believe...poor communication and understanding ... between teamscreates a challenges for effectively sharing knowledge . as some team member are not notified of referral outcome regarding a client under their case file”*

Another participants from case D also commented that:

ASSW: *“Information sharing with colleagues from other departments involved in providing FSS is not coordinated as you have to speak to several people and end up not getting the information needed; there is no trust in sharing client details.”*

ASSW: *“.....in my role, I am faced with the challenges of knowledge sharing.....most times I do not have right knowledge and information to effectively solve the problems on a referral case file..... if I can easily and quickly access the right knowledge ...I think that the problems may be more effectively solved. This is my opinion...I think for me, not having the right information provides a challenge for me....”*

ASSW: *“... yes we have to share knowledge with other team members because we are obligated to do so..... but sometimes this is not possible due to various reasons... for example we cannot disclose certain information regarding a client to some members of the team due to confidentiality issues.... and this sometime hinder the need to share knowledge..”*

While individuals providing floating support services have the skills and knowledge to carry out their duties, they are also expected to draw on the specific expertise of colleagues where appropriate. However, 70% of those interviewed indicated that information restraints by some colleagues, especially adult social

service workers, is one of the challenges they faced in providing adequate floating support services to the elderly living in sheltered housing; valuable knowledge regarding service provision to clients living in sheltered housing is meant to be shared, but some colleagues are suspicious and do not engage in sharing valuable knowledge because of a lack of trust.

This challenge has been highlighted by other authors (Sharples et al., 2002 and Cameron 2010); that there is lack of communication and knowledge sharing between floating support workers and other agencies, such as adult social services, which in effects means that service users are not receiving an holistic service. These services are multi-disciplinary in the sense that the floating support workers need to know where to sign-post service users and how to broker access to other services. Knowledge sharing is the central part of the continuous improvement process and if applied to the floating support service will enhance the quality of the services being provided.

The result from the questionnaire survey presented in Table 7.1 and Figure 7.4 indicates that 87% of respondents strongly agree and agree that information restraint is one of the challenges to knowledge sharing in the provision of floating support services. However, a minority of 12% of the respondents surveyed strongly disagrees and disagrees that information restraint provides a challenges for information and knowledge sharing in providing floating support services to the elderly living in sheltered housing.

(Q11) Table 7 1:Communication and information restraints provides a challenge

	Frequency	Percentage	Cumulative Percentage
Valid Agree	42	42.4	42.4
Strongly agree	45	45.5	87.9
Disagree	7	7.1	94.9
Strongly disagree	5	5.1	100.0
Total	99	100.0	

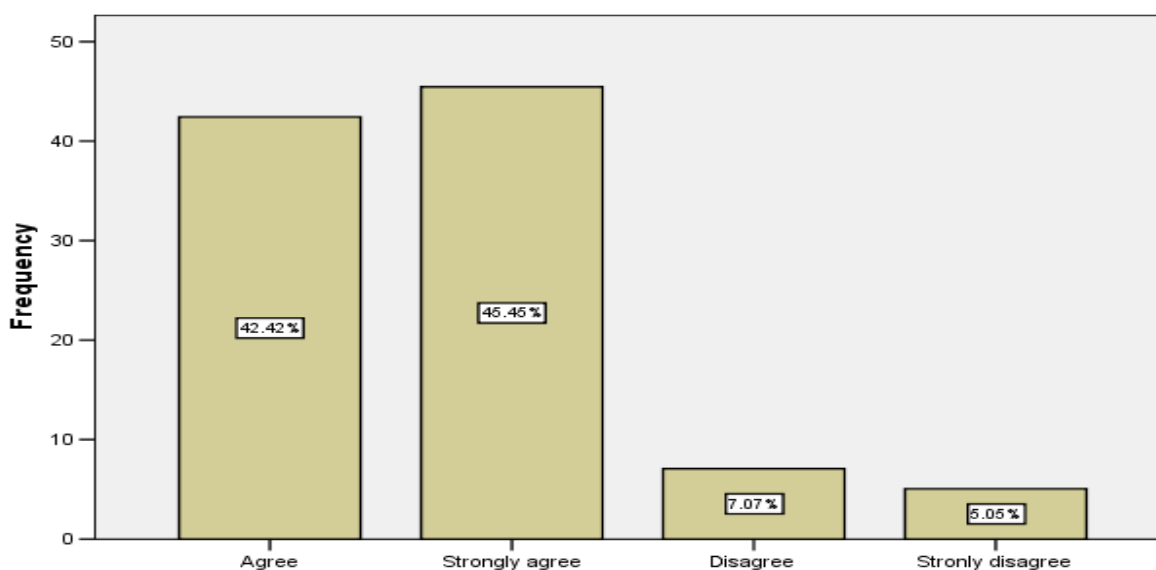


Figure 7 4: Communication and information restraints provides a challenge

The result from the questionnaire survey indicates that the majority of those surveyed agreed that communication and information restraints provide a challenge for knowledge sharing between colleagues who provide floating support services. Some respondents noted that individuals providing floating support services have to regularly contact housing and social care services seeking information and sharing knowledge. Restricting information when being

asked repeatedly is not just frustrating but creates an atmosphere of mistrust. Some authors (Egbu et al., 2001; Cameron 2010) have stated that in an organisational setting, the creation and use of knowledge is fundamental to business success. Hence, ensuring that tacit and explicit knowledge is identified and shared with the right people at the right time is crucial to the successful implementation of floating support services for the elderly living in sheltered housing.

7.2.2 Lack of Time to Share Knowledge

Knowledge sharing is generally regarded as one of the most challenging processes for a knowledge-based project due to employees' unwillingness to share what they know (Lee and Ahn, 2007). It is often difficult for individuals to find time for the extra effort that could be required to accomplish a good flow of information and knowledge in an organisation when there is work to be completed and deadlines to be met. According to Ford and Chan (2003) the challenges to knowledge sharing make the process more difficult due to the effects of various influencing factors. Some of the participants interviewed have commented that time constraint is a challenging factor to knowledge sharing. Figure 7.5, present the responses on lack of trust, with 16 sources and 42 responses who commented on the issue

Challenges of Knowledge sharing to FSS		
Name	Sources	References
Challenges of Knowledge sharing to FSS	0	0
Lack of time	16	42
wasting precious time traveling to meeti	8	24
not getting the right communication and	5	12
having to travel to different location me	8	17
distance and location to casenote meet	11	27
deadline on case note mean its difficult	8	19
communicate issues	11	20
busy work schedule mean it difficult to c	12	24

Figure 7 5: Screen shot showing the node on Lack of Trust

It was noted by some of the participants that individuals are busy with other case notes and other priorities. This problem makes it rather difficult to structure a routine that brings individuals together to share their knowledge regarding clients' support plans. As stated by participants from case F:

ASSW: *“Time is really a great problem, people are busy with their case notes and finding the time to share case notes with colleague is very difficult.”*

ASSW: *“ poor timing can be key to unsuccessful knowledge sharing between team..... due to the level of case note meeting it can be time consuming for me to attend one of the numerous case note meetings where we have opportunity share information and get updates....yeah I would say timing is a challenge...”*

ASSW: *“ ...my job is primarily to liaise with other team member to support the service user and to give and get information and knowledge from them. But sometimes getting the right information can be very crucial to the service user getting the right support and this is where timing is the factors for getting the right information to the relevant department...”*

Another participants from case C said that:

FSW: *“In as much as I would love to share my expertise and knowledge with my colleagues, the time to organise the meetings to do this is proving difficult as colleagues are situated in different locations”.*

FSW: *“ I have experienced in my role whereby knowledge sharing with colleagues who are involved with providing floating support services, have actually cancelled a crucial case note meetings due*

to lack of time.... share the information with colleague.... so timing can be challenge....”

FSW: “ *.....in theory, team members are supportive of knowledge sharing between team, but... In practice, most I think are too busy to take part....”*

FSW: “ *.....It is difficult especially when you are working to achieve particular goals, and then a team member says, ‘oh , I haven't got time to deal with this week’, can it be done next week?...what do you?...there's an element of lack of time and disinterest.”*

The inability to properly organise information exchange due to lack of time were highlighted by (Sharpe. 2003) as being a challenge to the effective sharing of knowledge. King and Marks (2008) suggest that the only way knowledge sharing could be effective was to add it to the goals of the organisation and to measure its use. On the other hand Table 7.2 and Figure 7.6 present the results from the survey questionnaires. The results show that 79% of respondents strongly agree and agree that lack of time provides a challenge to knowledge sharing between FSWs and ASSWs. However, only a small percentage of respondents, 20%, strongly disagree and disagree that lack of time is a limiting challenge for them to effectively share knowledge with colleagues providing floating support services for the elderly living in sheltered housing.

(Q12) **Table 7 2: Timing and location provides me with the opportunity to share my work experiences with colleagues**

	Frequency	Percentage	Cumulative Percentage
Valid Agree	37	37.4	37.4
Strongly agree	42	42.4	79.8
Disagree	11	11.1	90.9
Strongly disagree	9	9.1	100.0
Total	99	100.0	

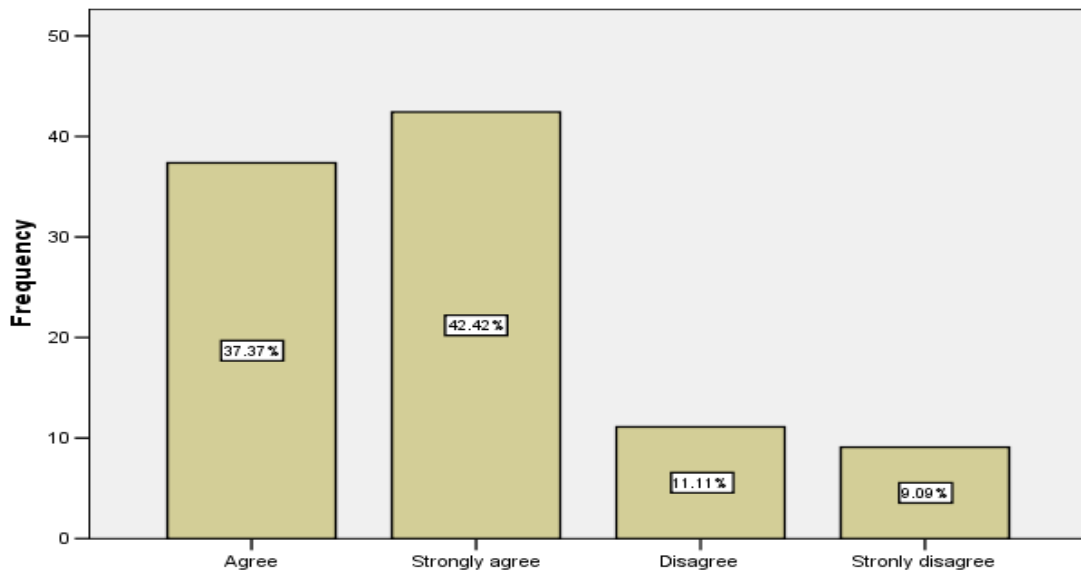


Figure 7 6: Timing and location provide me with the opportunity to share my work experiences with colleagues

Over half of those surveyed expressed the belief that time and location plays an important part in the successful sharing of knowledge. One of the major challenges of knowledge sharing is getting individuals to share their knowledge willingly. As suggested by Koulikov (2011), individuals tend to perceive

knowledge sharing as time and cost consuming. However, Lee and Ahn, (2007) stated that it is essential to address effective knowledge flow among employees, as well as knowledge collaboration across organisational boundaries, while limiting knowledge sharing challenges.

7.2.3 Lack of Motivation to Share Knowledge

Individuals, by their nature, do not want to share their knowledge and expertise with others; hence knowledge sharing is one of the most delicate issues. (Mooradian et al., 2006; Lim and Klobas, 2000). Knowledge sharing still remains one of those mysterious aspects in human beings and it is still unclear why and how knowledge sharing happens because humans are not keen to share what they know. Nevertheless, knowledge sharing is perceived by many to be essential for the success of an organisation as individual knowledge sharing is vital to the process of achieving a competitive advantage. According to (King and Marks 2008; Wang and Lai, 2006) motivation and expertise account for individual participation to enhance knowledge sharing within an organisation.

Some authors (Ruggles, 1998; Szulanski, 2000) have identified lack of motivation to share knowledge as a challenge to successful knowledge sharing initiatives. In spite of a growing understanding of the importance of knowledge sharing, the sharing of clients' information between FSWs and ASSWs for the provision of floating support services remains a challenge. For example, interviews with participants reported that they often lack the motivation to share information with colleagues due to the fear of conveying the wrong message. This is illustrated in Figure 7.7, that Lack of motivation to share knowledge was mentioned as one of the challenges that affected successful knowledge sharing between teams, with 11 sources and 39 references supporting this factor. The tree node is further expanded into its child nodes as shown in Figure 7.7

Challenges of Knowledge sharing to FSS			
Name	Sources	References	
Challenges of Knowledge sharing to FSS	0	0	
Lack of Motivation	11	39	
too much workload	8	23	
time is a big issue	10	19	
referral delay	3	12	
red tap and too much hassel to share k	3	8	
no support from management	8	12	
no motivation to share	7	17	
just dont see the need to share knowle	11	21	
ineffective service	8	15	

Figure 7 7:Screen shot showing the node on Lack of Motivation

It was highlighted that 'lack of motivation' affect individual's need to share knowledge with other team members, as they are concerned with the sense of not belonging, the feeling discomfort, fear of being challenged or just too busy with work load to worry about sharing knowledge with other team member. As participants from case B stated that:

FSW: “we always have meetings to discuss client case notes. However, some of my colleagues often challenge my knowledge when I share it”.

A similar point was made by other participants:

FSW: “..... I am always worried about meeting target for my case load, I have no use for knowledge sharing sessions if it impacts on my ability to meet my case load target..... and more importantly my time away from work is simply too valuable”.

FSW: “..... there is no real motivation on my part....I feel that I am an individual with information and they come to me for the information and then off they go....”

According to Ipe (2003) the motivation to share knowledge is often influenced by both internal and external factors. He further stated that internal factors include the power attached to the knowledge and the reciprocity that results from sharing knowledge. Results from the interviews suggest that lack of motivation seems to affect knowledge sharing between FSSs and ASSWs. As participants from case D commented that:

ASSW: "Even though we are supposed to meet regularly to exchange information with colleagues from ASSW, there is really no great desire on my part as they will still carry out their own support plan even though this has been completed already and just needs to be shared."

ASSW: ".....I don't deny that I sometimes say to my colleagues 'Oh, yeah, all right, later, another time'.....the nature of our job mean we can be very busy... A lot of the time,....it rather difficult to create time out of my busy schedule to attend case meetings."

ASSW: "...to be honest...the nature of my job demands vast amounts of my time and resources are put into writing a report or making a decision on a referral case...I sometime find the opportunity to share knowledge too much hassle as I do not see the need for sharing information.."

The interviews with participants suggest that the lack of motivation to share knowledge is not because of the time and cost of providing effective services to the elderly living in sheltered housing, but because of fear of losing the competitive edge by sharing valuable knowledge. Knowledge sharing is easier in a situation where both FSWs and ASSWs consider that they are benefiting from each other by sharing client details; reducing the time and cost of providing the support needed by the client.

Table 7.3 and Figure 7.8 provide the results from the questionnaire survey. The results show that 80% of respondents strongly agree and agree that lack of motivation to share knowledge is a challenge to the knowledge sharing process. However, only a small percentage of respondents, 19%, strongly disagree and disagree that motivation to share knowledge provides limiting challenges for them to effectively share their knowledge with colleagues.

(Q13) Table 7 3:Lack of Motivation and Willingness to Share Knowledge

	Frequency	Percentage	Cumulative Percentage
Valid Agree	35	35.4	35.4
Strongly agree	45	45.5	80.8
Disagree	12	12.1	92.9
Strongly disagree	7	7.1	100.0
Total	99	100.0	

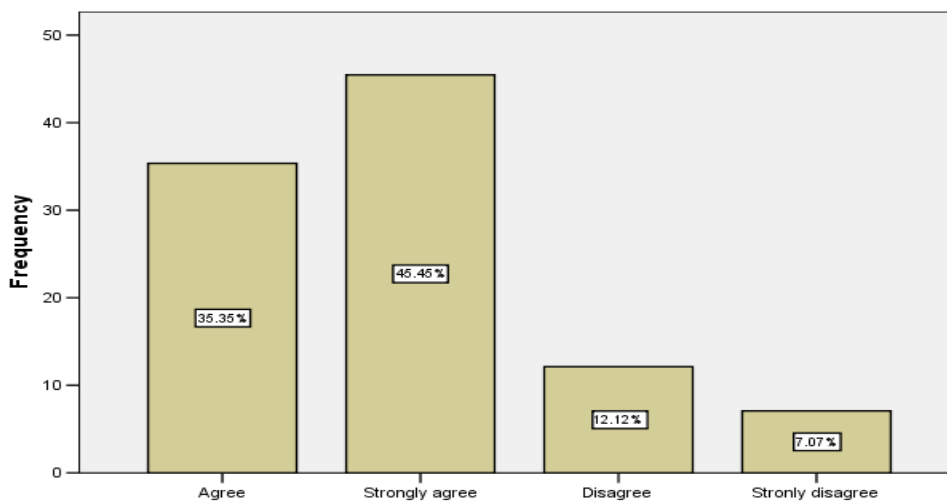


Figure 7 8: Lack of Motivation and Willingness to Share Knowledge

The lack of motivation to share knowledge was reported by many of the respondents to be a knowledge sharing challenge. A number of respondents felt that the relationship between the FSWs and ASSWs was not always cordial hence the lack of motivation to share knowledge. Also, it was noted that there are no incentives for sharing knowledge hence, FSWs and ASSWs are less likely to share knowledge.

7.2.4 Lack of Trust to Share Knowledge

According to Wu et al., (2007) and Richardson and Asthana (2005) knowledge sharing involves providing knowledge to another individual or teams with expectations of reciprocity. Knowledge sharing between FSWs and ASSWs is frequently organised through team networks, which create various problems associated with sharing complex and embedded knowledge (e.g. support plans). This is illustrated in Figure 7.9. showing 33 references (comments) made from the 15 sources (respondents) who remarked on this factor.

Challenges of Knowledge sharing to FSS		
Name	Sources	References
Challenges of Knowledge sharing to FSS	0	0
lack of trust	15	33
withholding critical client information fro	10	20
relationship with colleagues	7	13
not meeting client needs	10	19
issue to do with confidentiality	9	18
ineffecient services not repoding direc	10	20
exclusions by colleagues	11	21
discourages collaborations between te	8	15

Figure 7 9: Screen shot showing the node on Lack of Trust

Lack of trust has been identified as a key challenge to knowledge sharing. Over half of those interviewed reported that mistrust is often associated with their experience of past behaviour. As one respondent from case E stated:

ASSW: "I often find it very difficult to share my knowledge and experience, especially when it comes to divulging clients' personal detail to

another person, I really need to have full trust to actually share what I know about a client.”

ASSW:“....In some cases some team member do not want to share their knowledge because there is no trust trust is something that comes with time, it does not come quickly ...trust between team has to be earned with understanding and building a relationship”

The interviewees reported situations where, due to lack of trust, valuable information regarding clients' details were not shared with a collaborative partner and had resulted in the client not receiving an holistic service. While literature has shown the importance of trust to effective sharing of knowledge, (Sondergaard et al., 2007; Renzl 2008) points out that trust could be a double-edged sword. Similarly, Mooradian et al., (2006) in their study found that employees were less likely to share knowledge with colleagues when they perceived a lack of mutual confidence and trust. Lack of trust may arguably prevent FSWs and ASSWs from sharing their expertise and knowledge with other colleagues providing floating support services to the elderly living in sheltered housing. Another participants from case A stated that:

FSW: “In order to effectively share knowledge in my team there is need to develop a certain level of trust in the group before they can get to the point of working with you”.

FSW: “..... we always met up for case meeting and I get involved in the team meetings, ...generally I build up a strong relationship with the team but....but sometimes they don't contact me... I sometimes feel that it's a one way thing, that I'm always contacting them. So I felt it's down to lack of trust on their part to communicate and share knowledge with me.....

In the absence of trust individuals have few opportunities to share knowledge. Results from the interviews suggest that there are various collaborative meetings

between FSWs and ASSWs which provide plenty of opportunity for knowledge sharing. However, the lack of trust somewhat hampers the opportunity to share knowledge. Likewise, the results from the questionnaire survey presented in Table 7.4 and Figure 7.10 indicates that 92% of respondents strongly agree and agree that lack of trust hinders the ability of FSWs and ASSWs to effectively share knowledge. However, a minority of 7% of the respondents surveyed strongly disagree and disagree that the lack of trust in knowledge sharing provides a challenge to effectively providing floating support services to elderly people living in sheltered housing.

(Q14-Q18) Table 7 4: Lack of trust to share knowledge

	Frequency	Percentage	Cumulative Percentage
Valid Agree	47	47.5	47.5
Strongly agree	45	45.5	92.9
Disagree	4	4.0	97.0
Strongly disagree	3	3.0	100.0
Total	99	100.0	

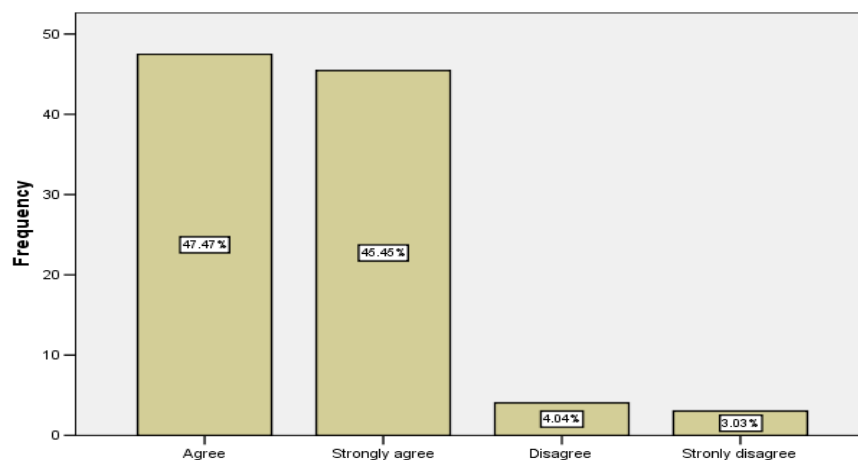


Figure 7 10: Lack of trust to share knowledge

Research has shown that trust has a positive influence on knowledge sharing within a team setting (Mooradian, et al., 2006; Wu et al., 2007). It has been noted

that individuals are less likely to share knowledge with team members who they perceive to be very knowledgeable and share more knowledge when they believe other team members were honest and can be trusted.

7.2.5 Confidentiality and Data Protection Issues

Knowledge sharing benefits an organisation by helping to exploit core knowledge as a means of building corporate intelligence, achieving innovation in process and services and to induce effective decision-making for creating business value and gaining a competitive edge (Alavi and Leidner 2001; Egbu et al., 2005; Davenport and Prusak 1998; Ahmad and Yunus, 2012). In the context of sheltered housing for elderly people floating support workers combine their knowledge of individual clients' needs and circumstances with knowledge from professionals in other agencies, such as adult social services, to facilitate and tailor services specifically to the client's needs. Floating support is flexible and levels of support are offered according to clients' differing needs and this flexibility allows clients to make their own choices and to progress at their own pace. However, confidentiality and data protection issues were sometimes a difficult issue between FSSs and ASSWs. This is highlighted in the theme captured from the interview analysis as shown in Figure 7.11, showing the responses (12) and the number of references (33) which emerged from the interview process.

Challenges of Knowledge sharing to FSS		
Name	Sources	References
Challenges of Knowledge sharing to FSS	0	0
confidentiality and data protection	12	33
too much red tape	7	15
too much emphasis on protecting client	6	9
rigid policy on disclosing client personl	5	11
individual fear of breaking organisation	5	12
improve resident needs	7	16
exclusions by colleagues	6	15
confidentiality	7	16
apprehension and suspicion from team	4	8

Figure 7 11: Screen shot showing the node on Confidentiality and data protection

In the context of the provision of floating support, it was clear that knowledge sharing between FSWs and ASSWs was not always as clear and simple as might be thought. As one participant from case F pointed out:

ASSW: “Some of my colleagues were very apprehensive about the confidentiality and data protection aspect of someone from another team listening to client matters being discussed”.

ASSW: “...some team members are worried about data protection procedures and red tape..... And so they prefer to work informally, which they see as a much quicker easier ways of working.”

Confidentiality and data protection issues was seen by the majority of interviewees as an excuse not to share knowledge with other colleagues in the team as they were perceived as not being of the same status. Another participant from case A stated that:

FSW: *“During some case meetings in which the provision of services for clients’ was discussed, some colleagues were excluded from the meetings.”*

FSW: *“.... I sometimes feel a bit excluded when {they} discuss on service users needs and it is an issue which is related and also relevant to my work and I cannot follow.....I take it that it is probably a sensitive issue and not discussed generally due to confidentiality and data protection issue....”*

The exclusion of colleagues from case meeting discussions is attributed to they are not being considered part of the team and also due to ethical reasons. Hence, the exclusion of colleagues from case meetings hinders the opportunity to share knowledge. Sharples et al., (2002) have highlighted the danger of information and knowledge being withheld from colleagues providing floating support services because such colleagues are not classed as being professionals.

The result from the questionnaire survey in Table 7.5 and Figure 7.12 indicates that 79% of respondents strongly agree and agree that confidentiality and data protection issues create a challenge to the effective sharing of knowledge by FSWs and ASSWs. On the other hand, a small number of respondents surveyed 20%, disagree and strongly disagree that confidentiality and data protection issues have any effect on knowledge sharing between FSWs and ASSWs.

(Q19) Table 7 5: Confidentiality and data protection issues limit knowledge sharing

	Frequency	Percentage	Cumulative Percentage
Valid Agree	32	32.3	32.3
Strongly agree	47	47.5	79.8
Disagree	11	11.1	90.9
Strongly disagree	9	9.1	100.0
Total	99	100.0	

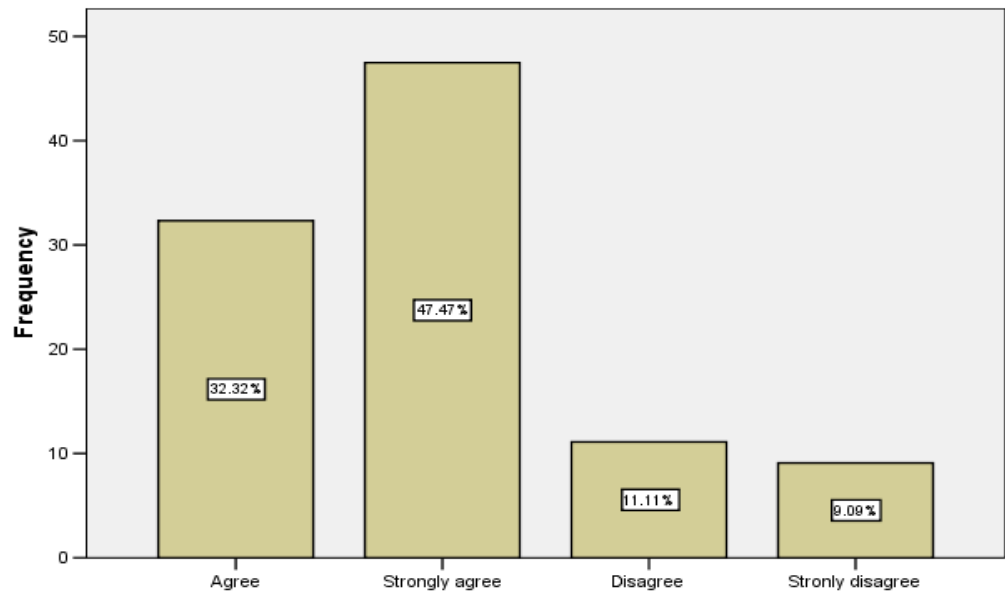


Figure 7 12: Confidentiality and data protection issues limit knowledge sharing

Table 7 6: Summary of the overall Responses

		Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19
N	Valid	99	99	99	99	99	99	99	99	99
	Missing	0	0	0	0	0	0	0	0	0
Mean		1.92	1.91	1.90	1.91	1.91	1.91	1.63	1.96	1.91
Median		2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00
Mode		2	2	2.00	2	2	2	1	2.00	2
Std. Deviation		.922	.870	.870	.870	.870	.870	.708	.897	.870
Variance		.851	.757	.757	.757	.757	.757	.502	.805	.757
Range		3	3	3.00	3	3	3	3	3.00	3
Sum		190	189	189	189	189	189	161	195	189

It is evident from the survey that because of confidentiality and data protection issues knowledge sharing between FSWs and ASSWs is, often, not successful. The sharing of knowledge and information across agencies and within a multi-purpose agency is subject to the ethical requirements in respect of privacy and confidentiality. Cameron (2010) points out that information and knowledge sharing between colleagues providing floating support services will reduce the need for clients' details to be repeated and enable clients to receive an holistic service tailored to their need.

7.3 Summary of Chapter

This chapter has presented data from the questionnaire survey and semi-structured interviews. As the results show clear opportunities to share knowledge do exist between FSWs and ASSWs however, the atmosphere of mistrust between FSWs and ASSWs is a major factor holding back the motivation to share knowledge. Also, lack of trust, communication restraints, confidentiality and data protection issues and time constraints are other KS challenges mentioned. The challenges to knowledge sharing in the provision of floating support services not only hinder the opportunities to share knowledge, but affect the cultural and motivational issues of how much knowledge is shared and what client knowledge is shared. The next chapter presents the data analysis of the critical success factors of knowledge sharing for the provision of floating support services.

CHAPTER EIGHT

CRITICAL SUCCESS FACTORS OF KNOWLEDGE SHARING IN THE PROVISION OF FLOATING SUPPORT SERVICES

8.1 Introduction

This chapter presents the data analysis in relation to the critical success factors of KS on the effective provision of floating support services. Having access to decent housing is a crucial factor for the well being of many vulnerable people who want to remain independent in their own accommodation. In recent years, many organisations across the globe have been establishing programmes to introduce effective knowledge management by embedding knowledge sharing practices in their work processes (Cyr and Choo, 2010). Knowledge sharing is seen to be central to the success of all knowledge management strategies (Egbu et al., 2001; Riege, 2005). Hence, effective knowledge sharing practices enable reuse and regeneration of knowledge at individual and organisational level. The pace of change is accelerating towards an integrated, joined up model that fundamentally alters the provision of services to elderly people living in sheltered housing. Making this work in practice means that information sharing assumes a new significance. Existing organisational structures and formal responsibilities can complicate the process of sharing knowledge about the requirements of service users.

In the provision of floating support service to the elderly living in sheltered housing great emphasis had been placed on the way in which information and knowledge is shared with other agencies to provide the necessary services (Sharples et al., 2002; Cameron, 2010). It is often necessary for agencies to share information to enable services to be delivered in a more holistic, co-ordinated and targeted way, so that the elderly in sheltered housing can receive the services they need. Often, it is only when information held by different agencies is put together that the elderly living in sheltered housing are seen to be in need of additional or alternative services. The housing providers aim to improve the quality and efficiency of care and support through improvements in

the sharing and use of information that is provided during assessment and care support planning.

8.2 Data Analysis from the Semi-structure Interviews and Questionnaire

Survey Interviews on the Critical Factors of KS to FSS

In the following sections responses from both the interviews and the questionnaire survey are discussed according to the following categories: Trust and Relationship, Team Networking, Management and Leadership Support and Information Technology. Survey respondents were presented with a set of statements through the survey-questionnaire so as to express their perception about whether they agree or disagree with the given statements using a four-point Likert scale. These data are presented in form of tables and charts and represent responses obtained from all respondents. Figure 8.1 and 8.2 showing the themes emerging from the analysis of the semi-structured interviews, which are discussed in detail in subsequent sections.

Name	Sources	References	Created On	Created By
Critical success factor(CSF) of Knowledge sharing	0	0	06/12/2012 15:20	JU
Trust and Relationships	19	55	06/12/2012 15:20	JU
provides the opportunity for the team members to share their	9	18	06/12/2012 15:20	JU
leadership support need to share knowledge with	10	20	06/12/2012 15:20	JU
information sharing	9	16	06/12/2012 13:43	JU
identify need	5	12	06/12/2012 13:28	JU
help to improve collaboration which in turn aid productivity	10	19	06/12/2012 15:09	JU
Cordinate services	9	14	06/12/2012 13:45	JU
communications improves	7	17	06/12/2012 13:57	JU
Team Networking	20	61	06/12/2012 15:20	JU
necessary to attend case not meeting with teams	10	17	06/12/2012 15:22	JU
meetings regularly	5	12	06/12/2012 13:48	JU
face to face meetings	7	16	06/12/2012 13:48	JU
expertise and knowledge regarding a service user."	9	18	06/12/2012 15:20	JU
develop knowledge	5	11	06/12/2012 13:57	JU
collaboration with teams	10	19	06/12/2012 15:20	JU
aid coordination of case	9	16	06/12/2012 15:20	JU
adequate sign posting	8	14	06/12/2012 13:51	JU
acts as a support network	6	13	06/12/2012 15:20	JU
leadership support	19	54	06/12/2012 16:45	JU
support from leaders	10	19	06/12/2012 15:21	JU
organise and helps to cordinate meeting and referrals	7	16	06/12/2012 13:41	JU
living indenpently	10	19	06/12/2012 13:58	JU
Leadership that encourages sharing of best practice has a positi	9	18	06/12/2012 15:20	JU
improves relationship with colleagues	10	17	06/12/2012 15:22	JU
information technology	18	30	06/12/2012 15:23	JU
through central data base	8	17	06/12/2012 13:47	JU
Speeds up referral case note outcome	10	21	06/12/2012 15:20	JU
increase collaboration	9	18	06/12/2012 15:23	JU
expertise and knowledge regarding a service user."	7	14	06/12/2012 15:20	JU
better services when information is available electronically	9	15	06/12/2012 13:47	JU
assess to client information	11	23	06/12/2012 15:23	JU
aids information sharing	7	15	06/12/2012 15:23	JU

Figure 8 1: Screen shot showing Nodes on the CSF of KS to FSS

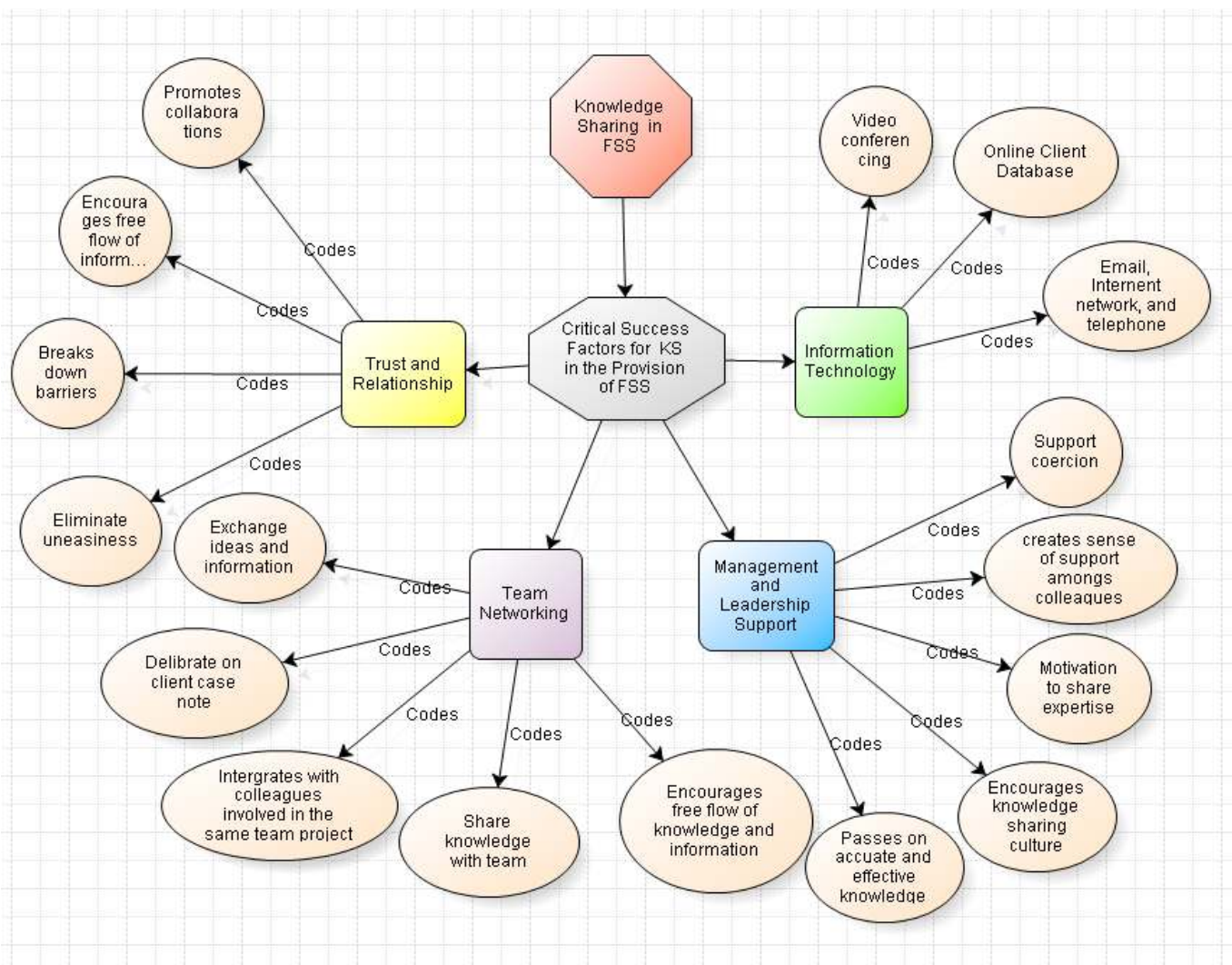


Figure 8 2: Emerging Themes from Semi-structure Interview

8.2.1 Trust and Relationship

Almost 95% of the interview participants indicated trust and relationships as factor that aid knowledge sharing in their role in providing floating support to the elderly living in sheltered housing. Figure 8.3 illustrates 19 sources and 55 references that commented on trust and relationship as being an important factor to knowledge sharing.

Critical Success Factors (CSF) of Knowledge sharing		
Name	Sources	References
Critical success factor(CSF) of Knowledge sharing	0	0
Trust and Relationships	19	55
provides the opportunity for the team members to share their	9	18
leadership support need to share knowlede with	10	20
information sharing	9	16
identify need	5	12
help to improve collaboration which in turn aid productivity	10	19
Cordinate services	9	14
communications improves	7	17

Figure 8 3: Screen shot showing the node on Trust and relationship

This is further supported by participants frequently reporting their desire to ensure that service users obtain the best service. Quite often some participants talked about trust and having a good relationship with other agencies, such as adult social services, which enables them to share their knowledge. For example one participant from the case A stated:

FSW: *“.....yes, I must be able to trust the person I am sharing knowledge with, as it give me the assurance that it will be used in the right channel.”*

FSW: *“..... I think we have all got quite a lot of respect for each other.. We all know we've got something to offer even though our roles differ...as a team there is need for us to maintain a good relationship and trust in order to work well as a team.”*

Another participants from case E commented:

ASSW: *“I believe there needs to be a relationship based on trust and only then can knowledge sharing can be effective. Having a good relationship with my team gives me the trust and confidence to share my knowledge and expertise.”*

ASSW: *“.....by sharing knowledge widely with colleagues new information regarding services users needs are shared and I this is made possible due to the relationship and trust that exist between the teams...”*

Whilst the majority of the interview participants agreed that knowledge sharing would not have been possible without trust and cordial relationships with other team members in the provision of floating support services to the elderly living in sheltered housing; a small minority of the participants expressed their belief that trust and relationships with colleagues providing FSS has no significant effect on how knowledge is shared. For example, participants from case B and case F commented:

FSW: *“it’s part of my job to liaise and communicate client details to appropriate agencies such as adult social services, I don’t have to trust or have a good relationship for this to happen.”*

ASSW: *“.....knowledge sharing is not something that I see as being particularly important... frankly... it doesn’t affect my job in anyway.....”*

ASSW: "it really does not matter if you trust or have a relationship with colleagues in order to share knowledge, the most important thing is that clients are getting the support they need to live a meaningful and independent life in their own home".

A good number of those interviewed have suggested that the issue of trust and relationships have an influence on the sharing of their expertise and knowledge to improve the provision of floating support services to the elderly living in sheltered housing.

Table 8.1 and Figure 8.4 represent the responses made to questionnaire statements that relate to trust and relationships as factors of knowledge sharing in the provision of FSS to the elderly living in sheltered housing. The result shows that several respondents emphasised trust and relationships as being the most critical success factor in knowledge sharing. Seventy eight percent strongly agree and agree on the need for trust and relationship to exist between colleagues providing floating support services to the elderly living in sheltered housing. However, a minority of the respondents, 21%, strongly disagrees and disagrees.

(Q20-23) **Table 8 1: Trust and Relationship**

	Frequency	Percentage	Cumulative Percentage
Valid Agree	28	28.3	28.3
Strongly agree	50	50.5	78.8
Disagree	13	13.1	91.9
Strongly disagree	8	8.1	100.0
Total	99	100.0	

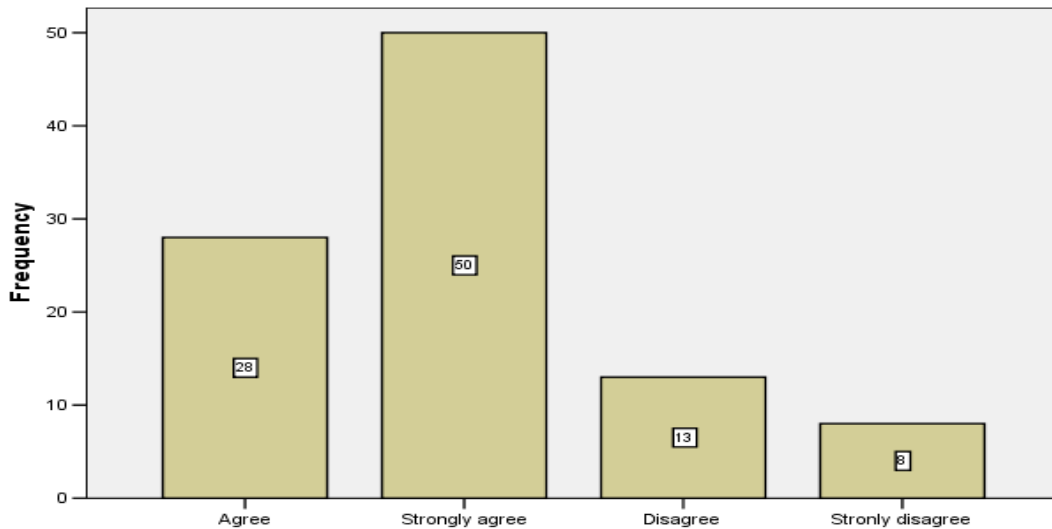
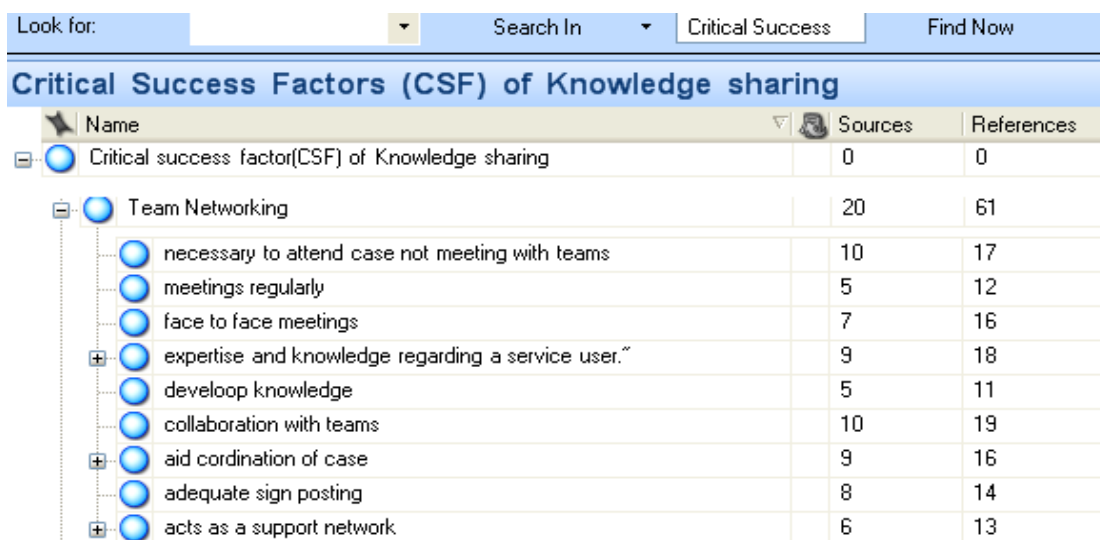


Figure 8 4: Trust and Relationship

It would appear that most respondents surveyed believed that trust can be parallel with relationships both of which are essential features in an environment conducive to knowledge sharing. It is thought that through trust and relationships colleagues are encouraged to share their experiences and exploit their resourcefulness.

8.2.2 Team Networking

The importance of networking and developing productive relationships with colleagues was another importance factor commonly reported by the interview participants, as shown in Figure 8.5. for improved knowledge sharing between teams. The interview analysis identified 61 references (comments) made from 20 sources (respondents) on team networking as a factor.



The screenshot shows a search interface with a header bar containing 'Look for:', 'Search In', 'Critical Success', and 'Find Now'. Below the header is a table titled 'Critical Success Factors (CSF) of Knowledge sharing'. The table has three columns: 'Name', 'Sources', and 'References'. The 'Name' column is expanded to show a tree view of factors. The 'Sources' and 'References' columns contain numerical values for each factor.

Name	Sources	References
Critical success factor(CSF) of Knowledge sharing	0	0
Team Networking	20	61
necessary to attend case not meeting with teams	10	17
meetings regularly	5	12
face to face meetings	7	16
expertise and knowledge regarding a service user."	9	18
develoop knowledge	5	11
collaboration with teams	10	19
aid cordination of case	9	16
adequate sign posting	8	14
acts as a support network	6	13

Figure 8 5: Screen shot showing the node on Team networking

Some participants also believed that effective networking with other team members improves productivity and enhances the need to share knowledge. This was highlighted by over 50% of participants as a factor that can influence knowledge sharing in the provision of floating support services to the elderly living in sheltered housing. As suggested by participants from case D:

ASSW: *“There is always a need for us to network with other people involved in FSS so as to provide the best service to the service users in sheltered housing.”*

ASSW: *“.... we are somewhat obligated to network with other team member. It is our duties to ensure that the project is completed successful..... I mean providing the necessary support to the service users. After all it is our duty to ensure that they get the right support to living independently in their home.*”

Over half of those interviewed reported that networking improves team morale and was important for knowledge sharing and achieving success in the provision of floating support services. As a participant from case B suggests:

FSW: *“Through networking I am able to achieve success in my role as an FSW, as it gives me the opportunity to receive information as well as providing an avenue for me to share my knowledge and expertise.”*

FSW: *“..... I've got a good friendships with my team members...we have meetings together and we do go out for lunch outside of those meetings.”*

FSW: *“..... “I personally find that’s engaging with network of team helps me in that the interaction between colleagues dealing with the same issue helps me have a much broader understanding of the issue.”*

However, a small number of those interviewed suggested that team networking do not necessarily mean that meaningful knowledge can be shared among teams, as the discussion platform is not always in place to exchange work - related ideas. As reported by a participant from case F:

ASSW: *“..... within each team..... I try to develop a good working relationship..... I know exactly who I'm going to share knowledge with and they are willing to share their knowledge with me.....”*

ASSW: *“Networking with colleagues does not mean I am sharing Knowledge. I don't want to be inundated with pressure to share knowledge with colleagues just to please the management.”*

Participants reported that cross agency support and links with other service providers offers the opportunity to share knowledge, thereby improving the provision of floating support services to the elderly living in sheltered housing. Hence, the development of constructive, productive team networks was reported by the participants interviewed as a knowledge sharing factor that improved the provision of floating support services.

Table 8.2 and Figure 8.5 represents the questionnaire responses to team networking as a critical success factor of knowledge sharing between FSWs and ASSWs. The majority of respondents, 77%, strongly agreed or agreed that team networking has an influence on knowledge sharing in the provision of floating support services. While 22% of the respondents strongly disagreed or disagreed that team networking is an important factor of knowledge sharing between FSWs and ASSWs.

(Q26-28) **Table 8 2: Team Networking**

	Frequency	Percentage	Cumulative Percentage
Valid Agree	33	33.3	33.3
Strongly agree	44	44.4	77.8
Disagree	12	12.1	89.9
Strongly disagree	10	10.1	100.0
Total	99	100.0	

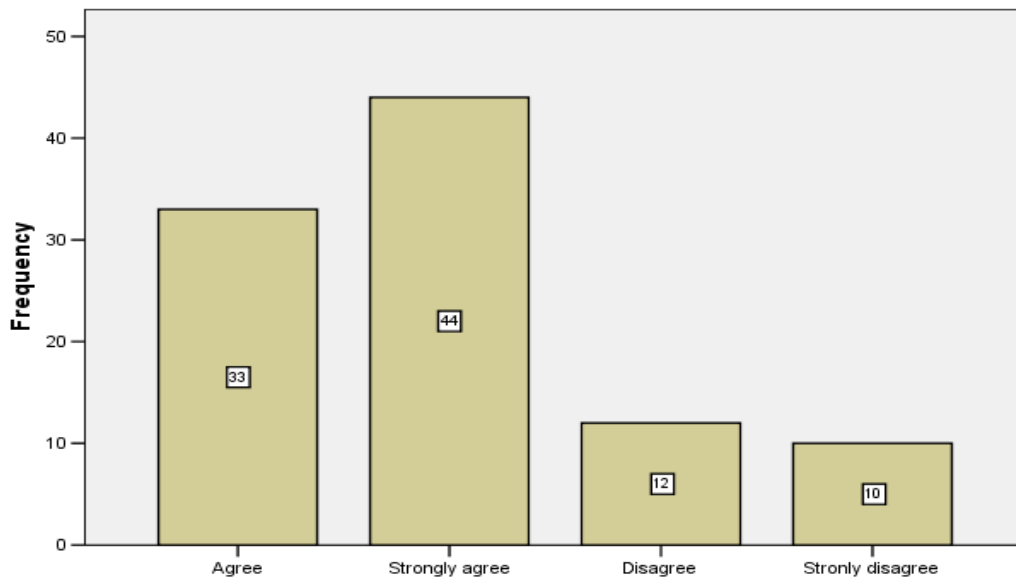


Figure 8 6: Team Networking

8.2.3 Management and Leadership Support

The participants interviewed expressed the view that good leadership and management provides encouragement and stimulation for teams to effectively share knowledge with colleagues involved in the provision of floating support services and, thereby, improve their performance in providing services to elderly people living in sheltered housing. This was clearly highlighted in the interview analysis, with 54 reference made from 19 sources, as shown in Figure 8.7

Critical Success Factors (CSF) of Knowledge sharing			
Name		Sources	References
[-] Critical success factor(CSF) of Knowledge sharing		0	0
[-] leadership support		19	54
[-] support from leaders		10	19
[-] organise and helps to coordinate meeting and referrals		7	16
[-] living indenpently		10	19
[-] Leadership that encourages sharing of best practice has a positi		9	18
[-] improves relationship with colleagues		10	17

Figure 8 7: Screen shot showing the node on Leadership support

Participants reported that good management support does improve knowledge sharing between teams. Some participant notes that motivating positive knowledge sharing between teams can be extremely difficult, but management still needs to make a significant change in terms of its management policies and choices in order to adopt a policy of creating atmospheres in which sharing knowledge sharing can be effective.

This view was noted by participant from case A commented:

FSW: *“It is a common understanding that leadership support and a pleasant workplace would keep employees happy.”*

FSW: *“... I get good support and encourage my manager. In our team we try having open discussions and we try to involve everyone who is part of the decision making process.....this is all possible because we have good manager that support the knowledge sharing processes.”*

Most of the participants interviewed suggested that management should maintain a pleasant workplace to keep employees motivated because a stressful environment will negatively impact on the need to share knowledge. As commented by a participant from case F:

ASSW: *“Yes, cheerful employees will contribute a higher level of performance. High-spirited employees would be able to establish and maintain harmonious working relationships with workmates and contribute to keeping morale high”*.

Over 70% of the participants reported that knowledge sharing without leadership support discourages individuals from sharing knowledge with other agencies. Most agreed that a strategy, perfected with management and leadership support; where vision, commitment and leadership encouraged individuals to share knowledge thereby enhancing productivity and improving the provision of floating support services to services users in sheltered housing would be beneficial.

As reported by these participants from case F, case C and case D:

ASSW: "Knowledge sharing will achieve greater success if there is good support from management and team leaders."

FSW: "Leadership that encourages sharing of best practice has a positive influence on team performance and providing effective floating support services to the service user in sheltered housing."

ASSW: "I am motivated to share my expertise with other colleagues providing FSS with the knowledge that I will be getting good support from my manager."

The interview transcripts indicated that some participants felt that leadership is informal where senior managers devolve decision making on knowledge sharing issues. It was evident that the participants are independent in their roles, having particular rights and responsibilities to which they have to adhere.

Table 8.3 and Figure 8.8 present the respondents' perception of management and leadership support as a critical success factor of knowledge sharing in the provision of FSS. 72% of the respondents strongly agree and agree that knowledge sharing flows freely when management support and encourage colleagues to express and share ideas. However, 27% of the respondents have indicated strong disagreement with this statement suggesting that there is an environment of strong coercion when leaders and managers support the idea of sharing work experiences and expertise with other colleagues providing FSS.

(Q29-30) **Table 8 3: Management and Leadership Support**

	Frequency	Percentage	Cumulative Percentage
Valid Agree	32	32.3	32.3
Strongly agree	40	40.4	72.7
Disagree	14	14.1	86.9
Strongly disagree	13	13.1	100.0
Total	99	100.0	

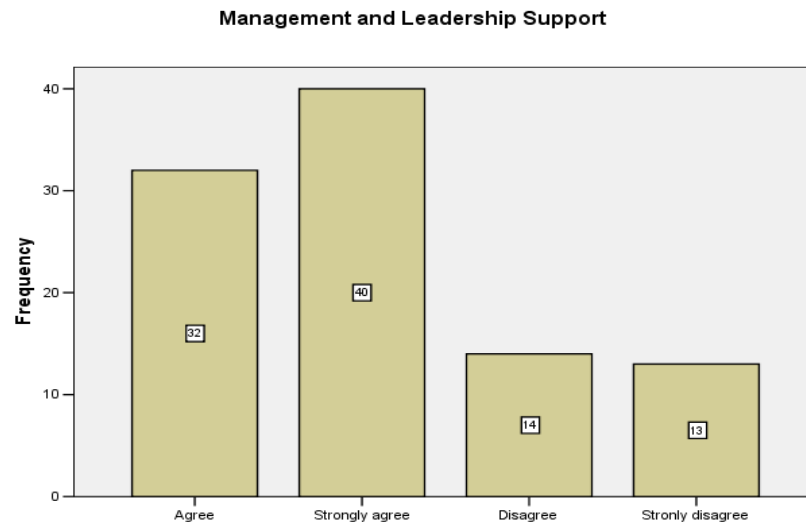
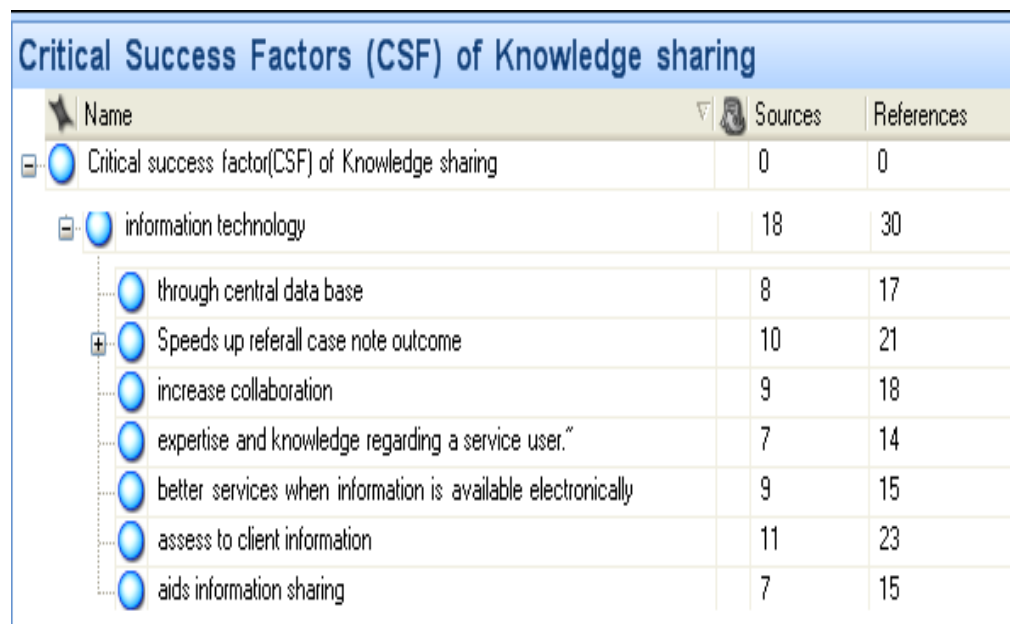


Figure 8 8: Management and Leadership Support

The questionnaire responses obtained from both FSWs and ASSWs show that the majority have strongly agreed and agreed that management and leadership support has a great influence on knowledge sharing in the provision of floating support services to the elderly living in sheltered housing. Interviewees in all six case studies indicate that effective management and leadership support has an influence on knowledge sharing as a factor to the effective provision of floating support services.

8.2.4 Information Technology (IT)

Interview participants expressed the view that adequate and effective communication systems for the dissemination of information influences knowledge sharing between colleagues in the provision of floating support services. This highlighted in Figure 8.9, showing 30 references made from 18 sources that commented on Information Technology to be a factor for the successful of sharing of knowledge between teams providing floating support services.



Name	Sources	References
Critical success factor(CSF) of Knowledge sharing	0	0
information technology	18	30
through central data base	8	17
Speeds up referral case note outcome	10	21
increase collaboration	9	18
expertise and knowledge regarding a service user."	7	14
better services when information is available electronically	9	15
access to client information	11	23
aids information sharing	7	15

Figure 8 9: Screen shot showing the node on Information Technology

Comments made by participants relating to this factor include the need for the team to have robust information systems in place. As commented by these participants from case E and C:

ASSW: *“Using emails enables me to share my expertise with colleagues easily.”*

FSW: *“Sharing of expertise and knowledge flows easily when there is good information technology in place to effect it.”*

FSW: *“..... I am there to, help the service users sort out support need, I facilitate what they want, look at whether it's feasible, whether it's the right support for them.....providing all the needed support is made possible through information technology, it allow me to get log onto the central database to get the right information to made a decision regarding a service user.....”*

ASSW: *“..... I can pick up the phone and talk to other team member, and ask each other questions and email each other and ... we have build up that relationship with one another... and we are more confident with the decision made regarding services users' support needs.”*

Some interview participants assert that information technology acts as a useful tool to effectively assist in knowledge sharing in the provision of floating support services. Information technology is used as a communication tool, bringing together different members of the team to collaborate on issues relating to the provision of floating support services. Many of the interview participants make use of IT as a repository for important documents such as templates for case notes, letters, referral notes and emails.

It was noted that such useful documents needed to be readily accessible to individuals involved in the provision of floating support services and information technology speeds up this process. As noted by participants from case E and A:

ASSW: *“Storing information in repositories and databases is important for knowledge sharing.”*

FSW: *“IT makes it easy for me to share information online with my colleagues, while providing floating support services.”*

FSW: *“....In my case, I have used some technologies in order to effectively access the right data and knowledge and to share my own knowledge and information with other team member. ...Email, phone, etc are useful tool to share and access knowledge....”*

ASSW: *“.....It's my job at the moment to capture information and knowledge regarding a client for example (Support Plan) and put in the database, so that I can accessed later for use.”*

However, interview transcripts revealed that while respondents agreed that information technology is a useful tool for knowledge sharing, it should be backed up with human interaction. Some FSW participants noted that through verbal communication a bond can be built up between individuals which are not possible with the sole use of information technology. Likewise, some ASSW participants also commented that face-to-face communication is preferred over information technology for sharing knowledge as it is much more relaxed and informal. One FSW interview participant reported that telephone calls were more beneficial than e-mails in solving last minute problems on a case file. Similarly, the questionnaire responses obtained from both FSWs and ASSWs show that the majority have agreed and strongly agreed that information technology was identified as a critical success factor in knowledge sharing in providing floating support services to the elderly living in sheltered housing.

(Q30) Table 8 4: Information Technology

	Frequency	Percentage	Cumulative Percentage
Valid Agree	32	32.3	32.3
Strongly agree	37	37.4	69.7
Disagree	16	16.2	85.9
Strongly disagree	14	14.1	100.0
Total	99	100.0	

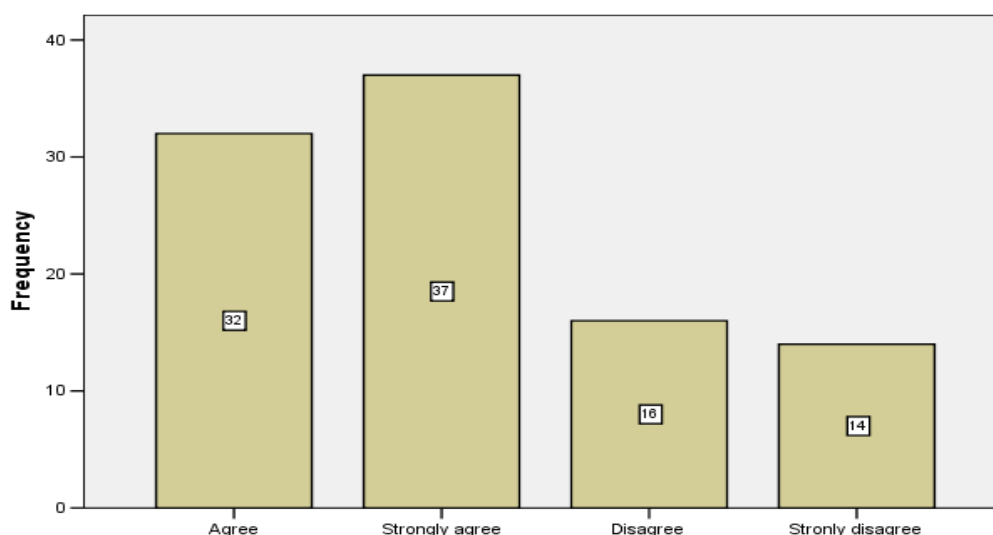


Figure 8 10: Information Technology

Table 8.4 and Figure 8.10 present the questionnaire survey results which show 65% of the respondents strongly agree or agree that there are opportunities to share knowledge using ICT and databases. However, 30% of the respondents strongly disagreed or disagreed that information technology provides an opportunity to share knowledge with colleagues in providing FSS. Ardichvili et al., (2003) identifies information technology as a tool used in knowledge sharing as it is impossible to visualise a modern knowledge sharing source that does not

involve technology. As identified by the respondents, shared files and emails are some of the basic tools used to access client details online.

8.3 Summary of Chapter

This chapter has presented and discussed the data obtained from the semi-structured interviews and the questionnaire survey. The data discussed have been grouped built upon the collective responses from the semi-structured interviews. The responses obtained from the semi-structured interviews then informed the development of the survey questionnaire. The data obtained from the survey responses were then presented in aggregation using graphs and tables.

The data have provided a number of knowledge sharing factors evident in the data analysis. These have been analysed and interpreted as they contribute to the successful provision of floating support services in sheltered housing for the elderly. The next chapter attempts to readdress the research questions, by presenting the discussions and findings from the research study.

CHAPTER NINE

DISCUSSIONS AND FINDINGS

9.1 Introduction

This chapter presents the overall results from the data analysis covered in chapters 5-8 of the thesis. The key findings from the various stages of the research are presented. The findings provide a description of the role of knowledge sharing, the challenges of knowledge sharing and the critical success factors(CSFs) of Knowledge sharing and how they can improve the provision of floating support services to the elderly living in sheltered housing. It is important to note that the discussions in this chapter are based on the results from both the qualitative and quantitative data analysed. The research questions will be answered and an explanation provided.

9.2 Re-addressing the Research Questions

This section provides answers to the two research questions that were raised by the researcher in chapter one of this study. This section re-examines the research questions and provides answers according to the findings of the research. The two research questions are:

RQ1: To what extent does knowledge sharing facilitate the provision of floating support services to the elderly living in sheltered housing?

RQ2: What factors of knowledge sharing are critical for the successful implementation and provision of floating support services to the elderly living in sheltered housing?

9.2.1 RQ1: To what extent does knowledge sharing facilitate the provision of floating support services to the elderly living in sheltered housing?

The first research question, 'to what extent does knowledge sharing facilitates the provision of floating support services the elderly living in sheltered housing?' has been answered in the research findings in chapters 5 and 6. Knowledge sharing between FSWs and ASSWs has a positive impact on the provision of floating support services and organisational performance. The findings indicate that knowledge sharing improves and increases the performance of the FSW. It plays a vital role in facilitating the flow of knowledge between FSWs and ASSWs. Knowledge sharing is a form of communication (Hendriks, 1999) when individuals in an organisation learn from one and other, this is seen as an exchange of knowledge. Plessis et al., (2007) found that through knowledge sharing individuals within an organisation improve their skills in areas such as negotiation, leadership, communication, problem solving, assessment and critical thinking.

The results indicate that knowledge sharing allows individuals providing FSS to capitalise and exploit each other's knowledge and expertise to enhance the provision of FSS. According to McAdam et al., (2008) knowledge sharing has a strong, positive impact on organisational performance. Du et al., (2007) stressed that knowledge sharing is an interplay between human-orientation and technology information. Therefore, providing knowledge is directed and controlled, housing providers recognise that knowledge sharing is a vital facilitator in enhancing performance and the effective provision of floating support services for elderly people living in sheltered housing.

It is evident from the results that when collective knowledge is shared between the providers of FSS, it enhances their effectiveness and performance. In their study (Li and Zhu, 2009; Chen et al., 2011) found that knowledge sharing had a positive impact on organisational productivity. According to Reyhav and

Weisberg (2009) individuals, with a depth of knowledge, are valued in knowledge-based economies, where knowledge sharing is power. Knowledge sharing in the provision of FSS is not without challenges that are likely to restrict the sharing of common experiences. Hence, a person whose educational background is different from the rest of the team is less likely to participate in knowledge sharing (Ojha, 2005). Research has shown that some individuals within a team are unwilling to share their knowledge with others (Chen et al., 2009 and Wang et al 2010). The reason is that those individuals who are cautious about knowledge sharing may perceive a potential loss of revenue and status, thus raising concerns about their security within the organisation. The biggest challenge, highlighted in the study, is the issue of lack of trust between teams and encouraging individuals providing floating support services to willingly share their knowledge with other team members. Hislop (2010) observed that the challenge of knowledge sharing in organisations is the limit of manageability of knowledge.

In spite of the challenges that knowledge sharing encounters, the findings from literature indicate that organisations with a high level of knowledge sharing improve significantly in their provision of FSS. However, the findings from the research suggest that knowledge sharing between FSWs and ASSWs involves, to a large extent, the collective knowledge of individuals to aid the implementation of processes, new ideas, services and solving-problem. The capability of an organisation to improve continuously has been confirmed to be related to the skills, competencies and knowledge of individuals within an organisation (Nonaka and Kenney, 1991). Therefore, knowledge sharing should be widely encouraged between teams providing FSS, to assist individuals to share the quality and quantity of their knowledge. It is evident that organisations that exploit knowledge sharing will be able to increase the value of their business by attaining a better organisational performance.

9.2.2 RQ2: What factors of knowledge sharing are critical for the successful implementation and provision of floating support services to the elderly living in sheltered housing?

Organisations play a key role in the process of knowledge sharing. Knowledge sharing between individuals in an organisation ensues when knowledge is transferred or shared between individuals through the process of socialisation, training, education and learning (Roberts, 2000). In providing floating support services for the elderly living in sheltered housing, housing support workers find themselves working in partnership with other agencies. They are likely to be familiar with local partnerships such as adult social services, where joint working may take place around planning and implementation of floating support services to the elderly living in sheltered housing.

The need to improve the way in which information is exchanged between housing and social service agencies, in order to provide the necessary services to elderly people living in sheltered housing, has been highlighted in literature (Sharples et al., 2002; Richardson and Asthana, 2006; Cameron et al., 2010). Against this background, a better understanding about the factors facilitating knowledge sharing is required. The critical success factors of knowledge sharing in the provision of FSS were explored through open-ended questions. Various viewpoints of CSFs in KS emerged from the analysis of data; as was discussed in chapters 7 and 8. The themes that emerged from the data analysis are summarised below:

(a) Trust and Relationship

The results from the analysis suggest trust and relationship was seen as a motivating factor for the effective sharing of knowledge between FSWs and ASSWs. Several respondents commented that “there needs to be a good work relationship with colleagues based on trust and only then can knowledge sharing

be successful". The results demonstrate that trust runs in parallel with relationships which are essential factors for creating an environment conducive to knowledge sharing. The respondents agreed that through relationships built on trust and they are encouraged to share their experiences and expertise. Past studies (He et al., 2009; Staples and Webster, 2008; Ho et al., 2010; Marmol and Pérez, 2011) present supporting evidence of the importance of trust in the successful implementation of knowledge sharing. Renzl (2008) in their study suggests that trust between teams increases knowledge sharing by reducing the fear of losing one's distinctive value while improving another's expertise and knowledge. It is clear from the findings that trust and relationships provides a starting point for consensus building that leads to effective sharing of knowledge between teams in the provision of floating support services.

(b) Team Networking

The results from the analysis indicate team networking to be another important factor for the effective provision of FSS. It was evident from the responses that team networking is an important factor for knowledge sharing between teams. Most of the respondents interviewed suggested that team networking provides support and inspiration for them to share knowledge with other agencies involved in the provision of floating support services; thereby improving their performance to service users. This concurs with the study undertaken by (Beal et al., 2003; Mullen and Copper, 1994) who view team networking as an important determinant to team performance. The results indicate that team networking is essential as it is one of the key factors that can improve knowledge sharing between the agencies involved in the provision of floating support services. Cummings (2004) points that diversity of team network members can positively affect knowledge sharing. According to (Allee, 2002; Cross et al, 2004) networks provide a web of relationships between teams to create tangible and intangible value through multifaceted interaction. While participants recognised the value of networking within teams, there was a lack of awareness of the benefits it brings to the successful implementation of floating support services. The findings show that

networking with other teams providing FSS offers opportunities for members to maintain close relationships, allowing time to communicate and share concerns regarding the provision of FSS to the elderly living in sheltered housing.

(c) Management and Leadership Support

The results from the analysis indicate management and leadership support to be a factor for knowledge sharing between teams providing FSS. Most of the respondents interviewed suggested that management and leadership support provides encouragement and stimulation to teams for effective knowledge sharing with other agencies involved in the provision of floating support services; thereby improving their performance to the service users. Many authors (Al-Adaileh and Al-Atawi, 2011; Cong et al., 2007; Akhavan et al., 2006) have identified the critical importance of leadership and management support to the successful implementation of knowledge sharing between employees in an organisation. However, Sandhu et al., (2011) argue that knowledge sharing is affected by managers who do not clearly explain the strategy of knowledge sharing, hence affecting employees' willingness to share information. While Lakshman (2007) noted a lack of leadership support has been frequently blamed for the failure of knowledge sharing strategies between individuals in an organisation. It is a common understanding that a pleasant workplace keeps employees happy. Employees will attain higher levels of motivation and greater performances if the atmosphere is encouraging. Positive employees can establish and maintain harmonious working relationships with colleagues and contribute to maintaining high morale. To create and maintain a motivated, stress-free, work-force a manager should construct a congenial workplace culture for employees; failure to do so can lead to negative impacts on knowledge sharing strategies. The involvement of senior managers in knowledge sharing activities dismantles structural authority and encourages other employees to also participate in knowledge sharing activities. But the command and control approach to management is inadequate for motivating individual employees to share their knowledge as it encourages conformity. Knowledge sharing without leadership

support may demotivate individuals from sharing knowledge with other agencies. The results from the analysis suggest that a strategy to provide effective floating support services to service users living in sheltered housing, perfected through management and leadership support, where good vision and leadership commitment encourages individuals to share knowledge will enhance productivity.

(d) Information Technology (IT)

Many organisations employ the use of information technology in one form or another to manage knowledge. Information technology is primarily used to store and transfer explicit forms of knowledge. However, IT is not just about computers but plays a critical role in its ability to support communication, collaboration and information searches (Roberts 2000). Tools such as video-conferencing, Lotus Notes, electronic whiteboards and a corporate intranet may also be useful for the transmission of tacit knowledge. Capturing tacit knowledge and then storing it in repositories is vital for effective knowledge sharing (Nonaka and Takeuchi, 1995). The data analysis indicates that information technology is an important tool for effective knowledge sharing between teams providing floating support services. It is acknowledged that IT can act as repository for important documents, such as templates for case notes, letters, referral notes and emails. Results from the analysis also show that such useful documents need to be readily accessible to individuals involved in the provision of floating support services and information technology speeds up this process. Storing explicit knowledge in repositories and databases is important for knowledge sharing, as according to (Storck and Hill, 2000; Hendriks, 1999) the use of IT helps organisations to actively manage and leverage its knowledge systematically.

9.3 Chapter summary

This chapter provides answers to the research questions outlined in chapter one. The questions have been used to guide the study process. This section has revisited the questions and furnished answers according to the findings of the research. The study results reveal that knowledge sharing in the provision of floating support services is a cognitive process. Sharing tacit and explicit knowledge is a highly personal activity that demands an environment characterised by trust. When individuals engage in tacit and explicit knowledge sharing relationships are developed.

The research findings suggest that there is need to have a learning culture that allows individuals involved in the provision of floating support services to share their experiences with others. Encouraging communication between FSWs and ASSWs increases the continual exchange of knowledge which leads to the generation of new ideas for the provision of floating support services. The findings also indicate there is a need to invest in training to educate FSWs and ASSWs on the benefits of KS in their working practices. By incorporating both formal and informal training programmes, employees have the opportunity to reflect on certain project issues and feedback ideas and suggestions. The next chapter presents the development of a framework of recommendations ascertained from the research findings.

CHAPTER TEN

DEVELOPMENT OF THE FRAMEWORK

10.1 Introduction

This chapter presents the framework in the form of guidelines and areas providers of floating support services need to focus on to improve knowledge sharing for effective implementation of floating support services to the elderly living in sheltered housing. The development of the framework is based on the literature review, qualitative and quantitative data collected through semi-structure interviews and a questionnaire survey.

10.2 Aim of the Framework

Figure 10.1 presents the framework for improve knowledge sharing in the provision of floating support service. It aims to provide a set of useful and practical actions that can help sheltered housing practitioners improve knowledge sharing in the provision of floating support services. It seeks to offer a pragmatic, holistic approach that exemplifies the understanding gained from the wider area of knowledge sharing. The main purpose of the framework is for practitioners providing FSS to use it as a guide in the processing, assessing and planning of knowledge sharing. In addition, it highlights the key factors that need to be taken into account in evaluating knowledge sharing in the provision of floating support services.

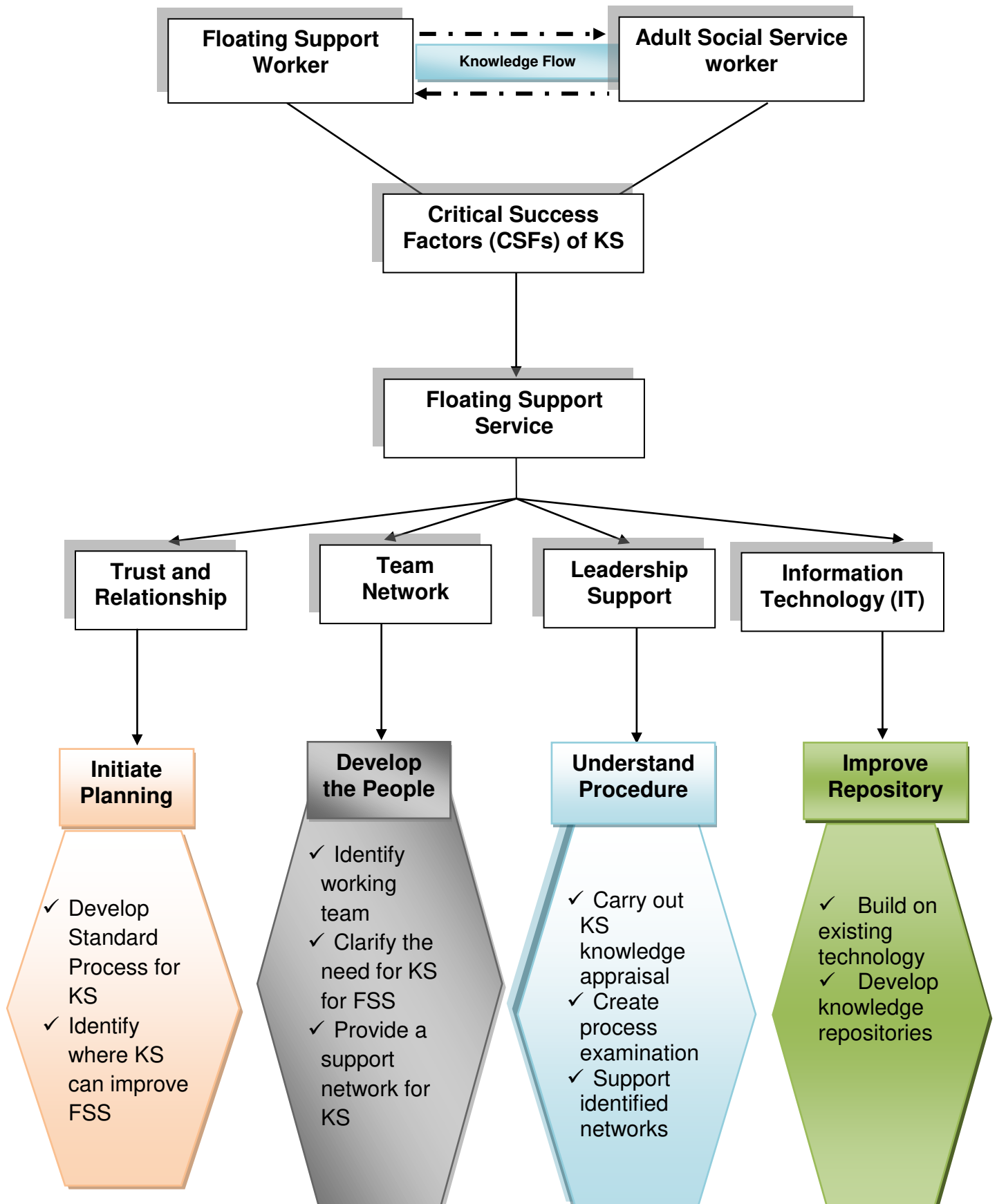


Figure 10 1: Overview of Framework for improving KS in the Provision FSS

To successfully implement knowledge sharing in the provision of floating support services, housing practitioners need to focus on the key areas of procedures, people, planning and tools, as shown in the Figure 10.1. The focus areas were derived from the results obtained from the data analysis which were then developed into a set of guidelines. The following section further discuss in detail, the Areas of Focus.

10.3 Initiate Planning

Planning involves practitioners assessing their aims for providing floating support services to the elderly living in sheltered housing; their plans for achieving those aims and the resources that are required to implement those plans. The purpose of planning is to deliver organisational value. To ensure that knowledge sharing between FSWs and ASSWs delivers value, practitioners need to ensure it is strategy driven. The following needs to be taken into consideration to further instigate knowledge sharing within teams.

10.3.1 Develop Standard Processes for KS

It is important for housing providers to put in place standard processes for effective knowledge sharing between teams involved in the provision of floating support services. The challenge is to encourage voluntary collaboration between individuals to combine their efforts to produce outcomes which will increasingly improve performance. The results from the research suggest that practitioners need to consider developing a standard process that is linked to effective provision of FSS. If done well it can become a vehicle that helps illustrate the value that the organisation is gaining from knowledge sharing.

10.3.2 Identify where KS can improve FSS

Knowledge is recognised as a key strategic resource for the individual and is also considered to be a source of sustainable competitive advantage (Drucker 2001). It is, however, worth noting that knowledge is not just comprised of explicit types of information which are easily documented and archived; there is also tacit knowledge which exists without being stated but is less easy to document. It is equally important to note that individuals within an organisation possess vital skills, knowledge and competencies which could provide innovative solutions to a business enterprise.

The objective of the knowledge-sharing process in the provision of FSS in sheltered housing for the elderly is to successfully share knowledge with other agencies, such as adult social service workers, in order to provide the required services.

Therefore, the way housing practitioners understand knowledge influences how they manage and promote its sharing. Thinking about how knowledge can make a difference, forces organisations to view knowledge from a business point of view. Knowledge sharing can make a difference to the provision of FSS through the transfer of best practice, embedding knowledge sharing in people's behaviour. Transferring and communicating best practices can be done through codifying them into knowledge repositories, which can then be made accessible to staff in the organisation. Embedding the sharing of culture in behaviour is about nurturing a culture of process excellence.

10.4 Develop the People

The term "knowledge" has been described as understanding something with a degree of familiarity that is obtained through the process of experience, association, contact or appropriate study (Awad and Ghaziri 2004; and Mohanty et al., 2006). Knowledge sharing is the process by which an individual transmits their expertise or understanding of a practice to another individual to enable them to better perform their role (Wasko and Faraj, 2005; and Egbu et al., 2001).

Fundamentally, success in knowledge sharing is linked to people supporting the strategy and exchanging knowledge.

10.4.1 Identify with Working Team

In order to implement FSS effectively it is necessary to identify informal relationships between individuals providing FSS who are driven by a common interest in developing an environment that is conducive to knowledge sharing. Identifying with the team transforms premeditated aims to operational objectives. Essentially, they ensure that knowledge endeavours generate value through:

- Setting the scope for knowledge sharing
- Managing expectations
- Defining what knowledge should be shared
- Identifying the required resources needed
- A shared understanding between teams

The results from the study indicate that 85% of respondents considered that networking with other teams was important in order to provide effective FSS. It is common practice for people to network in order to deliver goals; therefore, identifying with like minded colleagues is important as it help individuals to develop and acquire more value from their network of personal contacts.

10.4.2 Clarify the CSFs for KS for FSS

The results from the research suggest that there are several factors that impact on knowledge sharing between FSWs and ASSWs, which include trust and relationships, team networking, strong leadership support, effective communication, time and location, team training and information technology. Encouraging employees to share knowledge and, consequently, develop a knowledge-sharing and knowledge-creating culture depends on the nature of the relationship between the parties involved. Fundamental to this is the issue of trust. Trust is important if individuals are to share knowledge. The results from the analysis detailed in (Section 8.2.1) show that 95% of the respondents indicated

that trust had a strong effect on the levels of knowledge sharing. Trust is seen as a key asset in improving a knowledge sharing culture as it encourages participation and respect. In order for organisations providing FSS to successfully implement a culture of knowledge sharing to provide floating support services to the elderly living in sheltered housing, they need to address the following:

- Develop Trust
- Sustain existing network
- Identify and provide excellent leadership support
- Focus on communication and training
- Revolutionise individuals' perception of KS

Once an organisation has developed an understanding and addressed the above factors, then can they benefit from the improvement it creates in the provision of FSS.

10.4.3 Provide a Support Network for KS

Communicating best practices can be done through a network of support; where individuals have the opportunity to exchange knowledge and expertise with others. The infrastructure powering the knowledge network will provide straightforward tools to support social interactions, share information, collaboration and communication. To gain value from social networking it is important for organisations to identify and nurture them. As identified by Lesser and Storck (2001), informal relationships between individuals driven by their common interest develops an environment that encourages collaboration and is conducive to effective knowledge sharing.

10.5 Understand Procedure

Understanding organisational procedure involves documenting how practitioners function and deliver their services to their customers. Knowledge sharing can be inhibited by organisational procedure if they do not support the sharing and the application of knowledge to delivering efficient service. Knowledge sharing can be supported by organisations focusing on developing procedures such as

cooperation. Not understanding the organisational processes and procedures can, arguably, affect knowledge sharing.

10.5.1 Carry out KS Knowledge Appraisal

Knowledge appraisal seeks to uncover the knowledge that is present within an organisation. According to Burnett et al (2004) knowledge appraisal “describes what knowledge an organisation has, who has it and how it flows (or doesn’t) through the enterprise”. Hence, knowledge appraisal allows organisations to evaluate their knowledge potential. In order to successfully complete an organisational knowledge appraisal Liebowitz et al., (2000) suggests organisations carry out the following:

- Identify any missing knowledge
- Develop a knowledge inventory
- Determine how knowledge flows
- Identify knowledge that is currently used in the organisation

Identifying knowledge that is currently being used by individuals within an organisation essentially involves organisations understanding what employees need in order to carry out their jobs. The knowledge appraisal should be conducted during the early stages of developing a knowledge sharing strategy.

10.5.2 Create Process Examination

As knowledge sharing means individuals within a team are exchanging expertise and developing new competence for providing effective FSS; the new competences may impinge on existing organisational processes. Therefore, it is necessary for organisations to develop a process to examine how the organisation currently operates.

10.5.3 Support Identified Networks

Supporting networks is about using techniques such as social networks to identify how the flow of knowledge and information between FSWs and ASSWs can be improved. According to Cross et al., (2001) networks are “reflective of the way work gets done in organisations”. Supporting networks in an organisation enhances knowledge sharing capabilities. However, Wenger et al (2002) point out that as soon as networks are identified, organisations should provide adequate infrastructure to support them and apply their expertise appropriately.

10.6 Technological Tools

Technology is a useful tool for knowledge sharing; results from the study, detailed in (section 8.2.5), indicate information technology to be a useful tool in assisting knowledge sharing in the provision of floating support services. Information technology can be used as a communication technology, bringing together various members of the project team to collaborate on project issues. Technology is an essential enabler for knowledge sharing. Whilst it plays an important part in knowledge sharing, it should also be backed up by human interaction. Fundamentally, technology needs to be viewed as a tool necessary for the successful implementation of knowledge sharing.

10.6.1 Build on existing Technology

There is need to focus on collaborative technologies, as knowledge sharing is a person to person process. The degree to which an organisation focuses on collaborative technology depends upon an organisation’s approach to knowledge sharing. Different collaborative technologies exist, which include, telephone, email, face book, instant messenger and video conferencing. Collaborative technologies embody a range of techniques that facilitate person to person collaboration.

10.6.2 Expand Knowledge Repositories

Knowledge repositories can store a wide range of information, these include; lessons learnt, best practice documents and operational manuals. Gammelgaard and Ritter (2005) describe knowledge repositories as, “platforms that provide a repository of codified knowledge”. Databases enable information to be stored and disseminated amongst employees by way of information retrieval technologies. To increase them, housing practitioners needs to collect and codify information, which involves categorising and inputting data into a technological package.

10.7 Chapter Summary

This chapter has presented the framework of recommendations in the form of guidelines developed for improving knowledge in the provision of floating support services for the elderly living in sheltered housing. It highlights the need for organisations to focus their efforts on four key areas; Planning, People, Procedures and Tools. For each area this chapter has presented a range of guidelines on what organisation should do to successfully implement and improve knowledge sharing. The next chapter presents the conclusions and recommendations.

CHAPTER ELEVEN

CONCLUSIONS AND RECOMMENDATIONS

11.1 Introduction

The aim of this research, as stated in chapter 1 (section 1.5), is to develop a framework for improving knowledge sharing practices in the provision of floating support services to the elderly living in sheltered housing. This chapter presents the key research findings and summarises the aim and objectives. Also, the main conclusions drawn from the results of the analysis of the semi-structured interviews and survey questionnaires, as well as the recommendations, are presented. The limitations of the research are highlighted and the contribution to research and the current body of knowledge are presented. Finally, this chapter concludes with a presentation of areas for further research.

11.2 Main Findings

Having thoroughly explored and identified the main CSFs of KS for the successful implementation in FSS, this section presents the main findings from the research which are presented below.

1. By undertaking a literature review the study gathered empirical evidence from past researches into the identification of the CSFs in knowledge sharing practices. The subsequent results from this study revealed that trust and relationship, leadership support, team networking and information technology are the most important factors for knowledge sharing behaviour between teams providing floating support services
2. The findings from this study indicate that improved knowledge sharing promotes collaboration which in turn improves the collective problem-solving capabilities of individuals providing floating support services. Also, the findings suggest that

housing organisations need to identify and understand the factors facilitating and inhibiting knowledge sharing and their effect on FSS, so that appropriate measures could be put into place to enhance the facilitating factors and at the same time suppress the inhibiting factors to promote knowledge sharing with the ultimate purpose of achieving performance improvement.

3. The findings from the study also indicate that information constraints, lack of trust, lack of time, data protection and confidentiality and lack of motivation are some of the challenges faced by individuals providing FSS and offer insights into the effect that these challenges have on knowledge sharing between teams. The study also reveals that FSWs' and ASSWs' learning capabilities produced significant, encouraging outcomes on knowledge sharing activities.
4. This study not only demonstrates trust and relationship to be one of the main contributors for improving the provision of floating support services, but it also identifies and examines the importance of leadership support, team networking and information technology as knowledge sharing factors for enhancing collective problem-solving capabilities which are a determinant of better provision of FSS.
5. The study offers an holistic way to examine knowledge sharing factors by developing a framework which mainly focused on the antecedents of knowledge sharing; this study used a systematic methodology that incorporated semi-structured interview and questionnaire survey analysis to produce a framework with a set of factors and their effect on the provision of floating support services (see section 10.3.)

11.3 The Research Conclusions

This section presents the conclusions from the research study while reviewing how well the aim and objectives, set out in chapter 1 (section 1.5 and 1.6), have been achieved.

(a) Research Aim

To develop a framework for improving knowledge sharing practices in the provision of floating support services to the elderly living in sheltered housing. The framework was developed, detailed in section 10.3, through the findings from the analysis of the qualitative and quantitative data collected. The framework provides a set of useful and practical actions that can help practitioners improve knowledge sharing practices in the provision of FSS.

(b) Research Objectives

The main conclusions drawn from the research study are presented based on the following objectives as highlighted in chapter 1 (section 1.6).

1. **Objective 1: To document extant literature on the development of sheltered housing in UK and the future and potential benefits of sheltered housing.**

This was addressed through an in-depth review of existing literature on the concept of sheltered housing for the elderly and the development of sheltered housing. The literature review revealed that elderly people are living longer and their expectation and lifestyle are changing; so that they seek sheltered homes appropriate to their circumstances. The literature highlighted the growing importance of housing provision for the elderly and the increasing needs and expectations of the elderly for improved housing provision, detailed in Chapter 2. The literature review provided a foundation for understanding the need for sheltered housing and the important role of floating support services, in the

context of the research, and elderly individuals living in sheltered housing (see Chapter 2). The literature review also discussed the concept of floating support services and the benefits they proffer to sheltered housing provision. While floating support services have been seen as an effective way of sustaining tenancies and meeting elderly peoples' housing-related support needs; the findings from the literature indicate that floating support services are often not coordinated; in particular there is lack of communication and information sharing between providers which means that service users are not getting as holistic a service as they should.

2. Objective 2: To investigate and document extant literature on knowledge sharing theories, practices and techniques and their potential application in the area of sheltered housing.

The theoretical concept of knowledge and knowledge management was reviewed in chapter 3. It addresses both tacit and explicit knowledge sharing and concludes by identifying the various critical success factors for knowledge sharing. It explores knowledge management processes, the concept of knowledge sharing and knowledge sharing frameworks. The findings from the literature review show that various authors, (see chapter 3), have identified knowledge sharing and the effect it has on performance and organisational growth. The effective use of knowledge sharing in businesses and improved collaboration amongst employees has been highlighted as the key to organisational success and a contribution towards the theory of knowledge management.

The findings from the literature review reveal that government policies for elderly individuals living in sheltered housing aim to promote health and independence; to help elderly individual remain in the community living independent lives with support from floating services to meet individual needs. Hence, the UK government promotes independent living for the elderly living in sheltered housing through knowledge sharing partnerships between housing and social

service agencies. Housing and social service agencies are encouraged to collaborate and share knowledge between agencies in order to provide the necessary floating support services to the elderly living in sheltered housing. Those individuals living in sheltered housing expect their support needs to be individually assessed and tailored to meet personal needs. Finally, the review of literature also highlighted knowledge sharing CSFs from different study contexts. Some of the CSFs revealed in the literature review findings are; leadership support, communication, trust, workplace settings, management style and objective setting approaches, communication, personal and team development, measurement and reward systems. The findings from the review of literature show that knowledge sharing is context specific as detailed in chapter 2. Hence, each factor is dependent on the context of the study. The findings conclude that what is regarded as a factor in one scenario may, arguable, be seen as a challenge in another scenario. For instance, whilst the participants in this study have identified trust and relationship, team networking, leadership support and information technology to be the critical success factors for effective provision of floating support services in the context of sheltered housing. These factors identified might be a challenge in another context for example engineering firm.

3. Objective 3: To document the role of knowledge sharing on the effective provision of floating support services in sheltered housing for the elderly.

As discussed in chapter 5, the important role of knowledge sharing has been highlighted in literature and this is also evident in this research. The quantitative evidence revealed that the majority of survey respondents stressed that KS helps in improving the provision of FSS by enhancing the performance of FSWs. It brings together individuals from different organisational units, with different skill sets and different intellects, to work to a common goal – the provision of floating support services. Hence, with the coming together of different agencies it is necessary to combine their collective knowledge in order to provide effective services to the elderly in sheltered housing. Almost 80% of the survey respondents' stated that KS can provide practitioners with the ability to access

knowledge through the development of a culture that removes the barriers between knowledge seekers and knowledge providers in any knowledge sharing process. It is important for sheltered housing providers to devise and apply the right mix of KS practices that can improve the relationship between teams conducive to knowledge sharing. This will influence individuals to willingly share their knowledge by creating a set of expected result (e.g. employee commitment).

4. Objective 4: To explore the benefits of knowledge sharing, especially on how they can improve the efficiency of the provision of floating support services.

The benefit of KS to the successful implementation of FSS has been highlighted, in detail, in chapter 6. The results from the research indicate that the implementation of knowledge sharing practices provides a conducive environment for effective knowledge sharing thereby easing the workload of employees as well as improving productivity. The findings from the research also indicate that KS plays a crucial role in the provision of FSS as it brings together individuals from different organisational units, with different skill sets and different intellects to work to a common goal – the provision of FSSs to the elderly living in sheltered housing. As discussed in chapter 6 the main benefits of KS in the provision of FSSs is that it improves competencies and encourages the free flow of ideas between practitioners involved in the provision of FSSs.

5. Objective 5: To explore the challenges associated with effective knowledge sharing in providing FSS in the context of sheltered housing.

Persuading knowledgeable individuals within an organisation to share their knowledge with colleagues is always a challenge. The qualitative data, detailed in chapter 7, reflects the perception of respondents to the challenges of knowledge sharing between FSWs and ASSWs. The perceptions of respondents varied in that they all had different viewpoints of the challenges to KS when dealing with external agencies in the provision of floating support services. The research

findings show that knowledge sharing between teams involved in the provision of FSS is not easy as there are data protection and confidentiality issues, especially when trying to obtain information from other team members; consequently, information constraints remain a barrier to the free flow of information between teams as, discussed in chapter 7. There is also little evidence of knowledge sharing between respondents, illustrated by few case note meetings. Some respondents emphasised the significance of clearly defined roles to aid the knowledge-sharing process and to meet service user's requirements. Greater emphasis is placed on the quality of the service and responding directly to specific service users' requirements rather than sharing knowledge with FSWs in order to provide the required services. There is evidence from the research findings that the main challenges to knowledge sharing encountered in the provision of floating support services stem from a lack of understanding about other agencies' working processes. The findings reveal that to successfully provide floating support services to the elderly there should be open communication and trust between all parties involved in the provision of floating support services, whereby knowledge and ideas are shared between all agencies.

6. Objective 6: To identify the CSF of knowledge sharing that promote successful provision of FSS in sheltered housing.

The literature review identified the CSFs, (see chapter 2), of knowledge sharing in various organisational contexts and the factors that help knowledge sharing are core questions in managing knowledge. The main knowledge sharing CSFs that were highlighted in the analysis of the semi-structured interviews and questionnaire survey detailed in chapter 8 are: trust and relationships; communication and training; team networking, management and leadership support and information technology. The results from the research suggest trust and relationships within teams have an influence on the team's ability to share knowledge thereby improving the provision of floating support services. A lack of leadership support has been shown to be a significant constraint to knowledge sharing which inhibits the agencies involved in the provision of FSS from

communicating and sharing clients' referral notes, as discussed in chapter 8. The findings from the research reveal that effective knowledge sharing between the agencies involved in the provision of FSS requires individuals to be motivated to share client details and referrals. This is possible with the aid of proactive leadership support that encourages knowledge sharing through planning, procedures and technology.

Organisational processes and procedures can facilitate knowledge sharing between individuals involved in the provision of FSS when they encourage interaction and communication between teams. Technology has also been highlighted as a facilitator of knowledge sharing between individuals involved with the provision of FSS; provided it is fit for purpose and well managed. Technology that is inadequately designed with users who are unable to access the right information can restrain knowledge sharing activities. The implementation of knowledge sharing has significant consequences on the provision of FSS to the elderly living in sheltered housing and the roles of managers and workers. The success of knowledge sharing between teams involved in the provision of FSS relies on technology combined with trust and good relationships and a culture of leadership support to encourage knowledge flow, capture, reuse and transfer between individuals involved in the provision of FSS.

11.4 Research Contribution to Knowledge

The research objectives are rigorously explored and all research questions satisfactorily resolved. The challenges to knowledge sharing in the provision of FSS were explored, as highlighted in chapters 2 and 7. Following this, the CSFs that improve knowledge sharing between FSWs and ASSSs were identified and the reasons why the factors were important were noted in chapter 8. This study contributes to a greater understanding of the role and importance of KS in enhancing the provision of floating support services in sheltered housing. It will also help to fill the gaps that exist in our understanding of the complex ways in

which knowledge sharing impacts on the effective provision of floating support services in sheltered housing for the elderly.

Also, the growing importance of housing provision for the elderly and the increasing needs and expectations of elderly people for improved housing provision are not matched by empirical research on knowledge sharing for organisational improvements in this area. Hence, there is paucity of research in this area. In addition, no framework exists which is drawn from empirical research study findings on the CSFs of knowledge sharing for improved floating support services for the elderly living in sheltered housing. Consequently, the outcome of this study adds to the body of knowledge in the area of knowledge management in the sheltered housing sector. It will provide a better understanding of the factors that impact on the successful sharing of knowledge between FSWs and ASSWs in the provision of floating support services. It is envisaged that housing providers will be able to identify the inadequacy or absence of the key factors for effective sharing of knowledge and take appropriate measures to resolve the problem.

Finally, this research has proposed a framework for the critical success factors of KS necessary for the provision of FSS. This is in line with the research aim of proposing a framework which will serve as an achievable guidance tool for sheltered housing service providers and facilitators. This framework has added a new insight through which agencies involved in the provision of FSS can understand the main CSFs for improving KS sharing between teams engaged in FSSs.

11.5 Research Limitation

Although the research achieved its aim and all research questions were adequately met, there were some unavoidable limitations. To further increase the generalisability, future research should repeat the methodology with larger samples to include participants in other regions in the UK. Also, this study

focused on identifying the CSFs for knowledge sharing pertinent to the provision of FSS within a sheltered housing context; but other determinants of knowledge sharing not covered by this study may be important to other organisations. The findings of this study may not be applicable to other organisations and should not be adopted without a detailed critical analysis. Future research should replicate the methodology used in the study to identify additional KS factors in the context of the study.

11.6 Recommendations for Practitioners

The research recommendations on how organisations can improve FSS through effective knowledge sharing initiatives are presented below. KS is context-specific but there are specific recommendations for housing practitioners.

1. Investment in further awareness and training about the benefits of effective knowledge sharing between project teams involved in the provision of FSS.
2. Establishing trust networks and effective motivation strategies so that individuals providing FSS will feel encouraged to share tacit knowledge openly, thus generating ideas for successful provision of FSS.
3. An assessment of the organisational structure and culture should be carried out to explore and manage any communication and knowledge sharing constraints; including the extent to which individuals involved in the provision of FSS hoard or share their expertise.
4. Managers should encourage teams involved in the provision of FSS time to explore new learning opportunities, through social interaction (formal meetings) and to see their colleagues as a resource for learning. Career development should be correlated to some of the CSF to improve skills and expertise within teams.

5. Investment in IT, to aid KS between teams providing FSS, should be made and supported by appropriate training in the benefits of tools and technologies to existing working methods.
6. Managers should participate in knowledge sharing activities and team working in order to build organisational values conducive to effective knowledge sharing between teams providing FSS to the elderly living in sheltered housing.
7. Promoting awareness of the factors which affect knowledge sharing and exploring with managers and teams how those factors might be converted from barriers to facilitators.
8. Managers need to lead in promoting knowledge sharing practices by appreciating the importance of knowledge sharing on the successful implementation of FSS; they should also be trained in how to provide support and encouragement for knowledge sharing within teams.
9. Knowledge sharing is an individual effort which requires trust between colleagues. There is the need for teams to act in ways that improve perceptions of trustworthiness and which support good working relationships between members.

11.7 Recommendations for Further Research

It is evidenced from the research findings that KS benefits the provision of floating support services to the elderly living in sheltered housing in many ways. However, further research is recommended to identify more precisely the different ways in which KS improves the provision of FSS in the context of sheltered housing for the elderly; and to develop a more in-depth framework for housing practitioners to follow. Specifically, the recommendations for future research are:

1. Investigating why there is lack of trust between teams providing FSS in the context of knowledge sharing and seeking to identify and implement strategies to rectify this situation.
2. Investigating further the impact of data protection laws that constrain knowledge sharing, and exploring options for changes in the culture of communication to improve relationship building.
3. Further research should be conducted to investigate whether the findings of this study are supported by a wider survey of employees and to explore the relative impact of CSFs on knowledge sharing.
4. Further studies to investigate KS practices that promote knowledge sharing through the use of ICT and how knowledge and experience gained from team projects are added to the wider organisational knowledge repository.
5. Investigate the different policies in place, within the context of sheltered housing, to improve the awareness of KS in organisations and to assess the impact of such policies on organisations.
6. Finally, further research is required to test the application of the framework with practitioners involved in the provision of floating support service within the context of sheltered housing

11.8 Chapter Summary

This chapter presents the conclusion and recommendations of the research findings. It highlighted the purpose for the research and reviewed the research objectives. Finally, recommendations were offered for housing practitioners and suggestions for further research were presented.

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APPENDICE

Appendix A: List of Publications

- (1) Egbu, J.U and Wood, G (2010): The Role of Knowledge Management in Extra Care Sheltered Housing Provisions. In conference proceedings, CIB World congress 2010, 10th -13th May 2010, The Lowry, Salford Quays, Greater Manchester, UK: International Council for Research and Innovation in Building and Construction(CIB).
- (2) Egbu, J.U. and Wood, G.(2010): Key Provisions in Extra Care Sheltered Housing: A Literature Review.): In conference proceedings, CIB World congress 2010, 10th -13th May 2010, The Lowry, Salford Quays, Greater Manchester, UK: International Council for Research and Innovation in Building and Construction (CIB).
- (3) Egbu, J.U; Wood, G and Egbu C.O(2010) Critical success factors associated with effective knowledge sharing in the provision of floating support services in sheltered housing for the elderly. In ARCOM Annual Conference,. 6th-8th September 2010. Leeds metropolitan University Leeds, England, UK. Association of Researchers in Construction Management (ARCOM)
- (4) Egbu, J.U; Wood, G and Egbu C.O(2011) Sheltered housing: Past, Present and Future. In ARCOM Annual Conference,. 6th-8th September 2011. Bristol metropolitan University , England, UK. Association of Researchers in Construction Management (ARCOM)
- (5) Egbu, J.U and Wood, G (2011) The Potential Benefits of Knowledge Sharing to Floating Support Services for the elderly in Sheltered Housing, In conference proceedings, 14th and 15th September 2011, 10th International Postgraduate Research Conference(IPGRC), Mary Seacole Building, University of Salford, A Greater Manchester University, Salford, United Kingdom.

(6) Egbu, J.U and Wood, G (2011) The Impact of Knowledge Sharing on the Provision of Floating Support Services in Sheltered Housing., In conference proceedings 8th and 9th June 2011, Salford Postgraduate Annual Research Conference(SPARC), Mary Seacole Building, University of Salford, A Greater Manchester University, Salford, United Kingdom.

Appendix B: Management Consent Letter



17th March 2011

Dear Sir/Madam,

MANAGEMENT CONSENT LETTER

I am a Phd student in the school of the Built Environment, University of Salford, and Greater Manchester, UK. As part of my study I am undertaking a research study titled "Critical Success Factors of Knowledge Sharing Practises in the provision of Floating Services in Sheltered Housing for the elderly". As part of the requirements of my doctoral degree.

This study is concerned with identifying knowledge sharing challenges faced by floating support worker/housing support work in carrying out their role. It aims to examine knowledge sharing practises between housing providers and social services in providing effective delivery of floating support services for the elderly in sheltered housing. The overall purpose of this research is to explore and identify the critical success factors of knowledge sharing that will effectively improve the way housing providers provides floating support service and develop a framework of recommendations for improved knowledge sharing practices.

I have, with due respect, selected your organisation to participate in the research project. I need your agreement/consent to approach five(5) officers within your organisation to take part in the study. Your organisation participation will greatly assist me to complete my PhD study. I can assure you that the study will not disrupt the working environment in any way and any data collected will remain confidential. I have obtained an ethical approval for the study from the University of Salford, Governance and Ethics Committee.

If you have any questions, please contact me on 07988238458 or email me on J.u.egbu@edu.salford.ac.uk. My research is supervised by Gerard Wood 4th Floor, Maxwell Building, University of Salford, Greater Manchester, M5 4WT.Tel: 0161 295 4277,Email: G.D.Wood@Salford.ac.uk

Yours Sincerely

Juliana Ukachi Egbu

Appendix C: Research Invitation Letter

Dear Sir/Madam,

RESEARCH PARTICIPATION INVITATION LETTER

My name is Juliana Ukachi Egbu. I am a doctoral candidate in the school of the Built Environment, University of Salford, Greater Manchester. I am conducting a research study on “Critical Success Factors of Knowledge Sharing Practises in the Provision of Floating Services in Sheltered Housing for the elderly”. As part of the requirements of my doctoral degree, I would like to invite you to participate in a semi-structured interview, where your experiences of knowledge sharing practises between floating support officer and adult social services in providing floating support services for the elderly in sheltered housing would be gratefully received.

In particular, if you agree to take part, you will be asked questions about the challenges you face in providing floating support and knowledge sharing issues. There is no right or wrong answers – it’s your opinion that matters. The interview will be held at a mutually agreed place and time; it should last about an hour at the longest. Also, with your permission, it will be audio taped so that I can accurately reflect on what is discussed. The tapes will only be reviewed by the researcher who will transcribe and analyse them, after which they will then be destroyed. You do not have to answer any questions that you do not wish to.

Participation is anonymous and your privacy will be protected. As part of this effort, your identity will not be revealed in any publications that result from this study. The information in the study records will be kept strictly confidential. Individual data will be stored securely and will be made available only to the person conducting the study. No reference will be made in oral or written reports that could link you to the study.

If you have questions or concerns at any time about the study or the procedures, you may contact me on (07988238458 and J.U.Egbu@edu.salford.ac.uk) or my supervisor, (Gerard Wood, 0161- 295 4277, and G.D.Wood@salford.ac.uk).

Thank you very much in advance of your acceptance to be a participant in this research.

With kind regards,

Juliana Ukachi Egbu

Invitation Paragraph

You are being invited to take part in a research study as part of a doctoral research project. Before you decide it is important for you to understand why the research is being done and what it will involve. Please take a few minutes to read this information sheet carefully before making up your mind about whether or not you would like to take part in this research. If there is anything that is not clear or if you would like more information, please ask and be sure you are satisfied with the answers before participating.

Title of the Research

Critical Success Factors of Knowledge Sharing Practises in the Provision of Floating Support Services in Sheltered Housing for the Elderly

Who will conduct the research?

The research will be conducted by a doctoral research student- Juliana Ukachi Egbu, as part of her PhD research project. Under the supervision of Gerard Wood and Rita Newton at University of Salford, Greater Manchester, UK .

What is the purpose of the study?

This study is concerned with identifying knowledge sharing practices in the provision of floating support services in sheltered housing for the elderly. It aims to examine knowledge sharing practises between housing providers and social services in providing effective delivery of floating support services for the elderly in sheltered housing. The overall purpose of this research is to explore and identify the critical success factors of knowledge sharing that will effectively improve the way housing providers provides floating support service and develop a framework of recommendations for improved knowledge sharing practices.

Why have I been chosen?

Your participation is voluntary and I would like to speak to you because you are actively involved in providing floating support to a sheltered scheme and it is thought that you can provide important information that may be relevant to this research. I aim to interview approximately 30 - 40 people to discuss the themes identified above. If you do not wish to participate you do not have to do anything in response to this request.

What will I do if I take part?

Your involvement in the study would be to take part in an interview where we will discuss: your understandings of the critical success factors of knowledge sharing in providing floating support services. We will discuss the challenges being faced in providing this support. How effective knowledge sharing between social services is improving the provision of floating support services? The interview will take approximately 1 hour and I will record the interview with your permission. It is up to you to decide whether or not to take part. You do not have to give your real name. If you are happy to participate in this research, you will be required to read this information sheet, sign the consent form and return it to me.

If I want to take part, what will happen next?

If you decide you want to take part in this study, I will explain what the research is about, what will be involved in the interview process and can also answer any questions you might have. You can then decide if you want to go ahead with the interview and we can arrange a suitable time and location. The location will be both safe and confidential.

Will my taking part in this study be kept confidential?

All information provided by you will be kept confidential at all times. All responses to the questions and information provided by you will be anonymised i.e. no personal details relating to you or where you work will be recorded anywhere. Only the researcher will have access to the information you provide. All interview recordings will be destroyed at the end of the research.

What are the possible benefits of taking part?

Whilst there may be no personal benefits to your participation in this study, the information you provide can contribute to the future development of the way knowledge sharing practice will improve the provision of floating support services for the elderly in sheltered housing.

What will happen to the results of the research study?

The results of the study will be used in my PhD thesis and will be presented at a regional conference and local seminars, academic and professional conferences and in academic journals. The findings may also be shared with housing providers who provide floating support to the elderly in sheltered housing. Anonymity and confidentiality will be maintained in all cases. Findings from this study will contribute to developing a better understanding of how knowledge sharing could assist in improving the provision of floating support services for the elderly in sheltered housing.

Contacts for further information

Juliana Ukachi Egbu: 07988238458
Email: J.U.egbu@edu.salford.ac.uk

Academic Supervisors

Gerard Wood
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University of Salford,
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Thank you for reading this information sheet, and if it is possible, participating in the study.

Appendix E: Participant Consent Form

TITLE OF THE RESEARCH STUDY

Critical Success Factors of Knowledge Sharing Practices in the Provision of Floating Support Service in Sheltered Housing for the elderly

CONSENT TO TAKE PART IN THE STUDY

I,..... agree to take part in the research study being carried out by a PhD researcher from the School of Built environment, Salford University. I have read the participant information sheet for the above research project and understand the following:

I understand that:

- I do not have to take part in the research if I do not want to.
- If I change my mind and decide to withdraw from the research at any stage after signing this form, I can. I do not have to give a reason or sign anything to do so.
- The information kept on me will be treated as strictly confidential and will be stored securely.
- I have been provided with a copy of this form and the participant information sheet.
- Any information I give will be used for any purposes connected with the research project as outlined to me.
- I agree to take part in the above study.

Signature.....

Telephone Number.....

Date.....

Appendix F: Semi-structured Interview Guide

Before you start:

Thank you for giving me the opportunity to interview you and agreeing to participate in this research. This is part of a PhD (Doctorate programme) study at Salford University, which hopes to investigate and document the Critical Success Factors of Knowledge Sharing Practices in the Provision of Floating Services in Sheltered Housing for the Elderly. The information you provide will be kept strictly confidential as well as the identity of every interviewee for this research. May I assure you that this study is part of a PhD study, it is only for academic purpose only and there is no commercial benefit attached. Also, if you don't mind this interview will be recorded to allow the regular flow of the interview.

Interviewee Details:

Date:.....

Organisation:

Job Title/Position:

Years of Experience:.....

OBJECTIVES	QUESTIONS
<p>1. To document the role of knowledge sharing on effective provision of floating support services in sheltered housing for the elderly.</p>	<ol style="list-style-type: none"> 1. What is your role as a FSS/ASSW? 2. In your view, how would you describe knowledge sharing practises between you and adult social services workers? 3. How is knowledge effectively transfer/shared among teams providing floating support services? 4. Kindly give me an example of how KS improve the provision of FSS.
<p>2. To explore the benefits of knowledge sharing, especially on how they can improve the efficiency of the provision of floating support services.</p>	<ol style="list-style-type: none"> 1. How does employees knowledge sharing contribute to the successful provision of floating support service? 2. To what extent does collaboration and communication between teams benefit the provision of FSS? 3. Given you role and experiences, what in your view are the benefits of knowledge sharing and how they can help improve the provision of floating support services between other agencies? 4. In your view, to what extent does KS between team improve the provision of FSS to the elderly in sheltered housing
<p>3. To explore the challenges associated with effective knowledge sharing in providing</p>	<ol style="list-style-type: none"> 1. What knowledge sharing challenges do you encounter when providing floating support services for the elderly in sheltered housing? 2. What practical difficulties, concerning KS, do you encountered in your role?

<p>FSS in the context of sheltered housing.</p>	<p>3. In your view to what extent does confidentiality and data protection issue affect KS in the provision of FSS to the elderly in sheltered housing?</p> <p>4. To what extent does procedures and rule impact the need to share knowledge with other team members?</p>
<p>4. To identify the CSFs knowledge sharing factors that promotes successful provision of FSS in sheltered housing.</p>	<p>1. In your view, what are CSFs of knowledge sharing that promote the provision of floating support services for the elderly in sheltered housing.</p>

Thank you for your time and support.

Appendix G: Questionnaire Survey

SURVEY QUESTIONNAIRE

10th May 2012

School of Built Environment
University of Salford
4th Floor, Maxwell Building
M5 4WT Salford
Greater Manchester
United Kingdom
Tel : +44(0)161 295 53253
Email: J.U.Egbu@edu.salford.ac.uk

Dear Respondent,

Critical Success Factors of Knowledge Sharing in the provision of floating support services in sheltered housing for the elderly

As part of my PhD research at University of Salford, I am conducting a research on the "Critical Success Factors of Knowledge Sharing in the Provision of Floating Support Services in Sheltered Housing for the Elderly".

I will appreciate it if you could complete the following questionnaire and return within three weeks of receipt to the above address or email on or before Thursday 31st May 2012. It will take no more than 10 minutes to complete the questionnaire. Your response and information obtained from the questionnaire will remain anonymous and confidential, and no one will be identified and only group data will be reported and presented.

You are free to withdraw your participation at any time. If you have any questions about this research study, please contact me on 07988238458 or e-mail at J.U.Egbu@edu.salford.ac.uk

Thanking you for your cooperation in completing this questionnaire.

Yours sincerely

Juliana Egbu

SECTION A: SURVEY PARTICIPATION INFORMATION

Please provide the following information by ticking the appropriate boxes

1. What is your role/title?

- Floating Support Worker (FSW)
- Adult Social Service Worker (ASSW)

2. Your age group?

- 25-34 years
- 35-44 years
- 45-54 years
- 55-64 years

3. What is your length of experience in the provision of floating support services In sheltered housing?

- 1-5 years
- 5-6 years
- 6-7 years
- 7-8 years
- 8-9 years
- Over 10 years

4. Do you have a clear understanding of the meaning of knowledge sharing?

- Yes
- No

5. Please indicate your gender.

- Male
- Female

SECTION B: THE SURVEY

PART A: The Role of Knowledge Sharing on effective Provision of Floating Support Services in Sheltered Housing for the Elderly.

Thinking about the role of knowledge sharing improving floating support service, please indicate to what extent you agree with the following statements. Please indicate, by circling the appropriate number, the extent you agree or disagree with the following statement.

Meaning of scale: 1(Strongly agree), 2 (Agree), 3 (Disagree), 4 (Strongly disagree)

	KS improves the provision of FSS	Extent of Agreement			
1	Aids the development of new ideas	1	2	3	4
2	Improves collaboration between teams	1	2	3	4
3	Provides opportunity to share client details that tailors to their needs	1	2	3	4
4	It reduces the needs for repeated case meetings	1	2	3	4
5	Services users to get a quick and tailors services in accordance to their needs.	1	2	3	4
6	Knowledge sharing provides new insight and encourages free flow ideas	1	2	3	4

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PART B: The Benefits of Knowledge Sharing, Especially as to how they can improve The Efficiency of the Provision of Floating Support Services.

The following are some of the benefits highlighted to improved the provision of floating support. Please indicate to what extent you agree or disagree with the following statements, by circling the appropriate number.

Meaning of scale: 1(Strongly agree), 2 (Agree), 3 (Disagree), 4(Strongly disagree)

	KS Benefits to FSS	Extent of Agreement			
7	it helps improves productivity and performances in respect of client needs	1	2	3	4
8	It speeds up processing of client referrals and support needs	1	2	3	4
9	it provides update with current and valuable information	1	2	3	4
10	It brings together diverse knowledge and expertise	1	2	3	4
11	Timing and location provides me the opportunity to share my	1	2	3	4

	work experiences with colleagues				
12	The opportunity to share knowledge is provided	1	2	3	4
13	Discussion platform in place to exchange work-related ideas	1	2	3	4
14	Management who encourages knowledge sharing provides congeniality amongst colleagues	1	2	3	4
15	There is a knowledge repository that we use to share knowledge	1	2	3	4
16	Managers who creates a sense of support amongst colleagues provides the opportunity for knowledge sharing	1	2	3	4
17	Motivation play a great role in my ability to share my expertise and knowledge	1	2	3	4
18	Lack of Inadequate training on the benefits of knowledge sharing	1	2	3	4
19	familiarity increase the need to share knowledge with colleagues	1	2	3	4

20	Open communication is one characteristic of knowledge sharing	1	2	3	4
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PART C: The Challenges Associated with effective Knowledge Sharing in Providing floating support services in the context of Sheltered Housing.

A host of challenges is associated with effective knowledge sharing between teams. Some of these challenges are listed below. Thinking about the challenges to knowledge sharing to FSS, please indicate to what extent you agree or disagree with the following statements by circling the appropriate number.

Meaning of scale: 1(Strongly agree), 2 (Agree), 3 (Disagree), 4(Strongly disagree)

	Challenges of KS to FSS	Extent of Agreement			
21	Communication and information restraints provides a challenge	1	2	3	4
22	Lack of trust to share knowledge	1	2	3	4
23	Lack of motivation and willingness to share knowledge	1	2	3	4
24	Lack of time to share knowledge	1	2	3	4

25	Lack of motivation and willingness to share knowledge	1	2	3	4
26	Confidentiality and data protection issues limits knowledge sharing	1	2	3	4
27	Limited information of the needs and benefit of knowledge sharing between teams	1	2	3	4

PART D: The Critical Success Factors(CSFs) of Knowledge Sharing Factors That Promotes Successful Provision of Floating Support Services

A number of factor promotes effective knowledge sharing between teams. Some of these factors are listed below. Thinking of the critical success factors for knowledge sharing to FSS, please indicate to what extent you agree or disagree with the following factors by circling the appropriate number.

**Meaning of scale: 1(Strongly agree), 2 (Agree), 3 (Disagree),
4(Strongly disagree)**

	CSF of KS to FSS	Extent of Agreement			
28	The issue of trust among colleagues provides the need to share knowledge	1	2	3	4
29	Increased 'networks' by sharing knowledge through ICT	1	2	3	4
30	Leadership support promote knowledge sharing	1	2	3	4
31	Communicates and share ideas with colleagues via ICT facilitie	1	2	3	4

Thank you for taking time to complete this survey questionnaire

APPENDIX H: Extracts from Semi Structured Interview Transcription

Before you start:

Thank you for giving me the opportunity to interview you and agreeing to participate in this research. This is part of a PhD (Doctorate programme) study at Salford University, which hopes to investigate and document the Critical Success Factors of Knowledge Sharing Practices in the Provision of Floating Services in Sheltered Housing for the Elderly. The information you provide will be kept strictly confidential as well as the identity of every interviewee for this research. May I assure you that this study is part of a PhD study, it is only for academic purpose only and there is no commercial benefit attached. Also, if you don't mind this interview will be recorded to allow the regular flow of the interview.

Interviewee Details:

Date:.....

Organisation:

Job Title/Position:

Years of Experience:.....

OBJECTIVE A: TO DOCUMENT THE ROLE OF KNOWLEDGE SHARING ON EFFECTIVE PROVISION OF FLOATING SUPPORT SERVICES IN SHELTERED HOUSING FOR THE ELDERLY.

1. What is your role as a floating support worker?

FSW: The first thing I do is to check on everybody everyone, using the tunstall inter-come system. Most of them I give them a buzz or I call round to see them. And if they fall ill and the come out of the hospital and I go to see them and do a one to one with them. I also liaise with adult social services in term of organisation packages for the resident whose care needs have change due to going into hospital. I used the inter-come system also to inform residents of the activities within the scheme

ASSW: Floating support services are being offered to resident who currently live in sheltered housing, through identifying their needs using a support planning system. For example if a resident move into sheltered housing the floating support officer meets with the new resident and carry out a full support plan. The main aim is to identify the support needs so enable the resident to live independently with scheme. Once the support needs are identified, the information is then passed through to other agencies, using emails, telephone or forwarding a copy of the support plan carried out to agencies such as the adult social services that then contact the resident and provided the needed support.

2. In your view, how would you describe knowledge sharing practices between you and adult social services workers?

FSW: I would say it's a little bit not coordinated, as in my role as a floating support worker, I am expected to share my expertise with others

ASSW: for me, knowledge is all about pass on information to my colleagues involved in the provision of FSS. Therefore it is imperative for me to pass on

important knowledge about a client referral to the appropriate team in a department.

3. How is knowledge effectively transfer/shared among teams providing floating support services?

FSW: well in our team we are expected to attending case note meeting with other team member, it is in this meeting that information regarding a particular client needs is discussed.

ASSW: there are different ways we pass on information to team, it could be through face to face for example team meetings, and it could be through emails, letter and database. It really varies depending on the nature of the information that needs to be sent across to the relevant team.

4. Kindly give me an example of how KS improve the provision of FSS.

ASSW: Sharing information or knowledge with team regarding client referral needs enables us to correctly signpost the referral request to the right team. For example I had a referral for a grab rail to be installed in the bathroom of an elderly lady. In order to provide a comprehensive support to this lady, I needed more inform. So I had to contact the FSW who made the referral and was given complete information of the client's needs. So I would say knowledge sharing with team help improve and efficient provides services to the client adequately.

FSW: in my role, sharing knowledge with colleagues speeds up client support needs. For example I had to ensure one of my client get the support of going to a day care centre twice a week. This is possible by making enquires and contacting social service and giving them the information regarding the client with them.

OBJECTIVE B: TO EXPLORE THE BENEFITS OF KNOWLEDGE SHARING, ESPECIALLY ON HOW THEY CAN IMPROVE THE EFFICIENCY OF THE PROVISION OF FLOATING SUPPORT SERVICES.

5. How does employees knowledge sharing contribute to the successful provision of floating support service?

FSW: I would say the issue of knowledge sharing or information sharing is very coordinated. For me to successfully carry out my role as floating support worker, I have to be able to communicate and share information with other agencies, such as the adult social services. The main aim is to provide an effective service to the adult living in sheltered housing. It is very important for me to share knowledge with the adult social services to effectively inform them of the care, health and social needs of the residents under my care.

ASSW: Knowledge sharing improves relations in providing FSS and greater emphasis is placed on quality of service and responding directly to specific client needs

6. To what extent does collaboration and communication between teams benefit the provision of FSS?

ASSW: Effective professional development programmes improve my ability to share knowledge with other team members.

FSW: Regular communication with other team members improves my performance and influences me to share my expertise.

7. Given you role and experiences, what in your view are the benefits of knowledge sharing and how they can help improve the provision of floating support services between other agencies?

ASSW: The benefits of knowledge sharing are without doubt very important in my carrying out my role as a floating support workers. First, knowledge sharing with adult social services helps to provide effective services to the resident in sheltered housing; it affords me the opportunity to identify my resident's needs and thereby helping them to achieve their aim of living independently with a sheltered scheme.

FSW: Knowledge sharing can help improve the provision of floating support services, by providing the avenue for the agencies, such as the adult social services to communicate any issues that are of great concern to the FSS and thereby safeguarding the safety of the resident.

8. In your view, to what extent does KS between team improve the provision of FSS to the elderly in sheltered housing

FSW: The benefit of knowledge sharing is not monetary but knowing that I am collaborating with my colleagues. It is self-satisfaction and knowing that I am imparting my knowledge to others to improve services.

ASSW: The nature of our role means we have to liaise and communicate with colleagues and knowledge sharing enhances relationships with colleagues and increases our productivity

FSW: In my opinion knowledge sharing between floating support worker and adult social work will improve the provision of floating support services to the residents of sheltered by way of speeding up the process of provision of services. This is because if the FSS shares information with adult social services accurately, there will be no delays in providing the resident with the services that are required.

OBJECTIVE: TO EXPLORE THE CHALLENGES ASSOCIATED WITH EFFECTIVE KNOWLEDGE SHARING IN PROVIDING FSS IN THE CONTEXT OF SHELTERED HOUSING.

5. What knowledge sharing challenges do you encounter when providing floating support services for the elderly in sheltered housing?

FSW: There are many challenges in terms of knowledge sharing with colleagues some of them are communication issue, lack of time, information restraint, lack of trust, lack of motivation, data protection and confidentiality issues

ASSW: Time is really a great problem, people are busy with their case notes and finding the time to share case notes with colleague is very difficult.

FSW: In as much as I would love to share my expertise and knowledge with my colleagues, the time to organise the meetings to do this is proving difficult as colleagues are situated in different locations.

ASSW: In order to effectively share knowledge in my team there is need to develop a certain level of trust in the group before they can get to the point of working with you.

FSW: The challenges encounter in my role as a floating support worker is the issue of trust and getting the social services to indulge resident information to me. Obviously they see us as an individual not a care taker

6. What practical difficulties, concerning KS, do you encountered in your role?

FSW: for me, trust is a big challenge in the role. It's frustrating after making a referral for a client to the social services; it is difficult to follow- up the referral as social services would not disclose the outcome of the meeting to us.

ASSW: Information sharing with colleagues from other departments involved in providing FSS is not coordinated as you have to speak to several people and end up not getting the information needed; there is no trust in sharing client details.

FSW: Even though we are supposed to meet regularly to exchange information with colleagues from ASSW, there is really no great desire on my part as they will still carry out their own support plan even though this has been completed already and just needs to be shared.

ASSW: I often find it very difficult to share my knowledge and experience, especially when it comes to divulging clients' personal detail to another person, I really need to have full trust to actually share what I know about a client.

7. In your view to what extent does confidentiality and data protection issue affect KS in the provision of FSS to the elderly in sheltered housing?

ASSW: Some of my colleagues were very apprehensive about the confidentiality and data protection aspect of someone from another team listening to client matters being discussed.

FSW: During some case meetings in which the provision of services for clients' was discussed, some colleagues were excluded from the meetings.

OBJECTIVE D: TO IDENTIFY THE CSFS KNOWLEDGE SHARING FACTORS THAT PROMOTES SUCCESSFUL PROVISION OF FSS IN SHELTERED HOUSING.

- 2. In your view, what are CSFs of knowledge sharing that promote the provision of floating support services for the elderly in sheltered housing.**

FSW: Leadership that encourages sharing of best practice has a positive influence on team performance and providing effective floating support services to the service user in sheltered housing.

ASSW: Networking with colleagues does not mean I am sharing Knowledge. I don't want to be inundated with pressure to share knowledge with colleagues just to please the management.

FSW: its part of my job to liaise and communicate client details to appropriate agencies such as adult social services, I don't have to trust or have a good relationship for this to happen.

FSW: It is a common understanding that leadership support and a pleasant workplace would keep employees happy.

ASSW: Using emails enables me to share my expertise with colleagues easily.

ASSW: it really does not matter if you trust or have a relationship with colleagues in order to share knowledge; the most important thing is that clients are getting the support they need to live a meaningful and independent life in their own home.

FSW: I like to be able to communicate with my colleagues to share my thoughts and knowledge when I am dealing with service users in sheltered housing.

FSW: Sharing of expertise and knowledge flows easily when there is good information technology in place to affect it.

ASSW: Yes, cheerful employees will contribute a higher level of performance. High-spirited employees would be able to establish and maintain harmonious working relationships with workmates and contribute to keeping morale high.

ASSW: I must say regular communication with my colleagues helps me to carry out my role effectively and regular training greatly improves my ability to consistently share my knowledge and expertise.

ASSW: Effective professional development programmes improve my ability to share knowledge with other team members.

FSW: Regular communication with other team members improves my performance and influences me to share my expertise.

ASSW: There is always a need for us to network with other people involved in FSS so as to provide the best service to the service users in sheltered housing.

FSW: Knowledge sharing will achieve greater success if there is good support from management and team leaders.

ASSW: the factor that can help improve knowledge sharing with adult social services can be Trust, as well as leadership support, then good information technology can also aid knowledge sharing.

FSW: through networking I am able to achieve success in my role as an FSW, as it gives me the opportunity to receive information as well as providing an avenue for me to share my knowledge and expertise.

ASSW: I am motivated to share my expertise with other colleagues providing FSS with the knowledge that I will be getting good support from my manager.