

**AN EXPLORATORY RESEARCH ON KNOWLEDGE MANAGEMENT
PRACTICES OF A NONPROFIT ORGANIZATION**



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Abstract

The research question is: What are the cultural differences between older and younger members in a nonprofit organization, in relation to their knowledge values and approaches to knowledge acquisition and sharing and how are these accommodated in the organization? This study explores the knowledge management practices of a nonprofit organization whose core mission involves knowledge sharing from different departments with different expertise to accomplish their project. It focuses on the dynamic interaction between older and younger members and delves on the two major knowledge processes such as knowledge sharing, and acquisition.

A qualitative method was employed using interviews and review of their archival documents as the two main sources of data. Template Analysis has been used to codify, analyze and interpret the data. The two major findings are: a) the factors that affected the generational gap between older and younger members, b) the role of leadership and individual initiatives in creating a healthy knowledge sharing culture.

Recommendations include knowledge management strategies to capture tacit knowledge of older members; creating venues for older and younger members to share their expertise; and a holistic leadership succession plan to provide a smooth transition between the outgoing and incoming leaders. To accomplish their mission, carry out the priorities, implement changes and strategies in the organization, a sustainable, integrated knowledge management initiative is needed.

Keywords: **Knowledge Management, Nonprofit organization**

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CHAPTER 1

INTRODUCTION

1.1 Background of the Study

A lot of studies have been done in the field of management but only 15-20 years ago, a growing number of research are pointing to a distinct field of knowledge management. The development of a more sophisticated information systems in the 1980's introduced us to a different world where most of the work are being accomplished through artificial intelligence. At the same period of time, the ease of access to the information and more collaboration between different organizations, both profit and non-profit contributed to the rise of a more complex umbrella of management.

The skills demanded for managers today have evolved because of the development of technology, globalization, and increasing collaboration between organizations. Management guru Peter Drucker (1969) differentiated a 'manual worker' from a 'knowledge worker'. A knowledge worker is more competent and multi-skilled compared to a manual worker. A manual worker is very important during industrial age, but the dawn of Knowledge Age demanded more than manual skills. This age needs experts who can utilize resources and accomplish bigger tasks more than a manual worker is able to. In an article for Bloomberg Business Week (January 2011), Evan Rosen describes knowledge workers this way, "Technology marketers target them. Human resources departments recruit them. Management consultants write and talk about them. And too often, organizations segregate them. Knowledge workers, that is."

This study focuses on understanding knowledge management in the context of a nonprofit organization whose core mission demands a teamwork between many different experts to accomplish a single project. There are a number of research already done in the US and Europe about knowledge management in NPOs, but only few in Asia particularly in the South-east Asia.

1.2 Statement of the Problem

Migration due to many socio-political reasons, developments in technology, and the business sector contributed to the growing trend of multiculturalism in different parts of the world. Management guru Peter Drucker (1969) described this age as working on a knowledge economy. Living in a knowledge economy is highly competitive. The modernization of many businesses strategies boosted productivity as well. There is always an increasing demand for more products and services. Along with this, more workers are becoming highly educated and multi-skilled. This is the global scenario and it requires a multi-disciplined management that can utilize “Knowledge workers”.

Knowledge management (KM) became a fad in the 21st century. Many technology-based KM products promise that it can help solve organizations' 'management problems' and yet fail most of the time because of its lack of sustainability and poor integration in the system. Leaders and managers were also skeptical. This might be just another management fad that would bring more burden than help.

Yet, many companies from different industries, both multinational corporations and small and medium-sized enterprise who uses knowledge management (KM) tools in their company reported increased performance. Therefore, more and more businesses tap onto knowledge management strategies but only few nonprofit organizations (NPOs) realizes the need to apply KM in their organization. Why is that so? Because most think that KM is all about technology, expensive and impractical.

Business analysts and leadership gurus believe that people and not technology is the primary focus of KM. Technology is just a support on KM processes. Aligning KM initiatives with the organization's strategy can also help build the morale of the employees thus improving their performance as well. KM is about finding ways to improve organizations performance by providing KM tools can help utilizes the knowledge they have as individuals, as a team, and as an organization.

1.3 Significance of the Study

A study on knowledge management practices applied in a nonprofit organization particularly in an ASEAN country can give a significant contribution to a relatively small existing literature on this area. The “specialness” of this study comes from using a business vantage point in evaluating the existing knowledge sharing culture and knowledge management initiatives in a non-profit organization.

1.4 Scope of the Study

The research focuses on finding the cultural differences between two generations particularly on two knowledge processes such as knowledge sharing and acquisition. The research also delves on the differences between their knowledge values. It is assumed by the researcher that experiences, age, and training highly affects individuals knowledge values. Along with that assumption comes a curious question, “What are the other factors that can affect knowledge sharing, use and values of an individual aside from their age, experiences, and training?”

The research will only focus on the activities in the organization that are related to knowledge processes and knowledge management practices. So for example, the finance department will not be included in the research. Finally, only the members who are working in the field projects will be interviewed.

1.5 Introduction to the Case Study:

Translators Association of the Philippines (TAP) is a nonprofit, non-stock organization based in the Philippines. TAP is a unique nonprofit organization whose mission focuses on transforming communities through scripture translation, literacy and community development. There are more than 150 languages in the Philippines but only eight of the languages were considered as major languages. They particularly work with the indigenous people groups in the Philippines.

There are many different nonprofit organizations working on major languages, which has put the minority groups also called “indigenous people group” into a big disadvantage. Disadvantages includes discrimination from the lowlanders (‘more civilized groups’), poor socio-political participation, low literacy and other problems that are related to poor education. These groups are all over the countries residing mostly in the remote areas and some located on the mountainous areas of the country.

A lot of members in the organization came from different professional backgrounds like medical, engineering, education, and etc. Most of the members speak at least two languages, some more than three to even five languages. Everybody can speak English, Filipino, and those who grew up in a non-tagalog community also speaks their own mother tongue language. The organization's core work are on scripture translation and literacy. Community development, language assessment and documentation along with the IT department and publication serve as support. These kind of diversity existing in this organization gives TAP a very multi-skilled , inter-disciplinary, and multi-cultural community.

Starting with less than 20 people on their first board meeting in 1974, TAP has grown to have more than 70 committed members. More than fifty percent of them has been a member for more than two decades. TAP is committed to advance holistic community transformation by:

1. Engaging the Church for global mission
2. Training, equipping and sending cross-cultural and local language development facilitators and workers
3. Promoting Scripture engagement and facilitating sustainable community and language development.

1.6 Research question, aims and objectives

1.6.1 Research Question

What are the cultural differences between older and younger members in a nonprofit organization, in relation to their knowledge values and approaches to knowledge acquisition and sharing and how are these accommodated in the organization?

1.6.2 Aims

1. Determine if there are differences between older and younger members in relation to the sorts of knowledge they value and their approaches to knowledge acquisition, sharing and use.

Objectives

A. Identify the preferred knowledge acquisition and sharing process of older and younger members through interviews.

B. Discover factors that affects the overall knowledge sharing culture in the organization.

2. Identify formal and informal mechanisms operating within the organization to accommodate these differences, and to evaluate the effect of these mechanisms.

Objectives

A. Review existing policies and rules that govern knowledge sharing activities and how it affects both the older and younger members.

B. Identify the patterns of knowledge sharing by older and younger members and the existing formal and informal venues through interviews.

3. Draw upon general management theories to suggest strategies that could enhance the knowledge management practices in the organization.

Objectives

A. Evaluate existing knowledge sharing practices in the organization in both formal and informal settings.

B. Determine the motivations and barriers of knowledge sharing in the organization and find KM strategies that could help break the barriers and nurture a learning environment.

1.7 Definition of Terms and Abbreviations

KM (Knowledge Management) Are strategies, practices, methods and tools for the purpose of helping the knowledge processes such as knowledge acquisition, sharing, use, and capture.

KV (Knowledge Values) A personal standard or belief of what is a useful and important knowledge and what is not.

KA (Knowledge Acquisition) Any process that helps a person acquire knowledge in relation to his/her work.

KS (Knowledge Sharing) Similar to knowledge acquisition, knowledge sharing is any process that involves two parties that shares knowledge. It could be one-way like lectures, and disseminating information through emails, or two-way like discussions, meeting, and collaboration with an individual, team, or even an organization.

NPO- Nonprofit Organization

APO- Asian Productivity Organization

MNC- Multinational Corporation

SME- Small and Medium-sized Enterprise

CoP- Community of Practice

TAP- Translators Association of the Philippines

Knowledge Capture	Diary/Journal	Videos	Website
What	<p>Consultants' journal/diary Translators' journal/diary Literacy journal/diary Com Dev journal/diary</p> <p>(Language survey, language documentation, Biblical languages, etc journal/diary)</p>	<ol style="list-style-type: none"> 1. Training videos from different domains 2. Testimony/Stories (similar to journal) personal stories is focused on the personal lessons and also applied strategies -Project stories (documenting the process) 3. Intro to TAP videos 	<p>Contains the important facts about TAP for public consumption such as :</p> <ul style="list-style-type: none"> -vision and mission -ITAP members profile and overview -domains information -current projects -announcements -ways to get involve -videos
Rationale	<p>Capturing the great personal stories of members who worked in the field for many years.</p> <p>To encourage the younger members to develop a system or a habit of sharing their experiences through written journals.</p>	<p>Capturing important lessons that could be used as introduction to training. Could be shared virtually anywhere.</p> <p>It will minimize routine/basic instruction and the focus will be on the discussion and application. Students are well prepared prior to training proper.</p>	<p>Making TAP's vision and mission known worldwide</p> <p>Offering the public different entry points for partnership</p>
How	<p>Start small by sharing the rationale to the members.</p> <p>One personnel who would want to work on this project and compile it.</p>	<p>A trainer or a storyteller who will do both the manuscript and presentation.</p> <p>A videographer and video editor.</p>	<p>Get a personnel/team to setup and maintain a website</p> <p>Setting up: involves important information for public consumption</p>
Use/Purpose	<p>primarily for public consumption such as</p> <ul style="list-style-type: none"> -TAP members -trainees and students -public 	<p>Training videos for basic training</p> <p>Stories and Testimonies are for public consumption</p>	<p>for getting updates and announcements</p> <p>for promotions and recruitment</p>
People Involve	<p>The writers (both older and younger members, both in the field and office)</p> <p>A compiler</p>	<p>The presenter/trainer/storyteller/s</p> <p>Videographer, Video Editor</p>	<p>IT person/team to set-up and maintain</p> <p>Domain representatives to give information</p>

LEAD- Language Education and Development

SE- Scripture Engagement

CE- Church Engagement



CHAPTER 2

LITERATURE REVIEWS

2.1 Introduction

Knowledge management has been acknowledged globally by many multinational corporations (MNCs) as part of their company's success. Asian Productivity Organization (APO) reported a lot of success stories specifically in the

Southeast Asia. Only at the dawn of the 21st century nonprofit organizations (NPOs) became more active in adapting and implementing knowledge management (KM) tools. Smith & Lumba (2008) reported the development of KM within international NPOs. The increasing collaboration within different organizations opened a new challenge to the management as more and more knowledge workers work together in a multi-cultural environment.

In Southeast Asia, knowledge management is not known to the majority of local and even to national nonprofit organizations. Although some of the NPOs in Southeast Asia are implementing KM initiatives, the rest of the organizations are not. Most are not even aware of it. Management gurus believe that many organization has already been practicing and using some of the KM tools, processes and methods and are unaware of it.

We have entered a global economy era and we are operating in a knowledge economy where people are seen as knowledge workers. Specialization is somehow melting away and we can even see the changes in higher education where different fields and disciplines cross and collaborate with each other. The impact of KM is more effective when organizations understand the ‘knowledge’ or a specific expertise they need to utilize to accomplish their mission. Unfortunately, there are only few International NPOs who are utilizing it. When companies and organizations find themselves committing the same mistakes and losing human resources, therefore creating a chaotic workflow. It shows a very inefficient knowledge management. This is where the knowledge man agent take place.

2.2 Fundamentals of Knowledge

2.2.1 The Data, Information and Knowledge

Knowledge is personal, communal, dynamic, has many venues, and is always evolving (McDermott, 1999). They elevated knowledge as dynamic and different from the nature of data and information. Knowledge resides on human and is continuously changing and growing as it is being applied and used. Knowledge is stored both in individuals and within a community, thus giving us hints on the possible problems on

knowledge audit, transfer and storage. It creates questions like, how do you share an expertise honed by Which is more

that is experience? knowledge important?

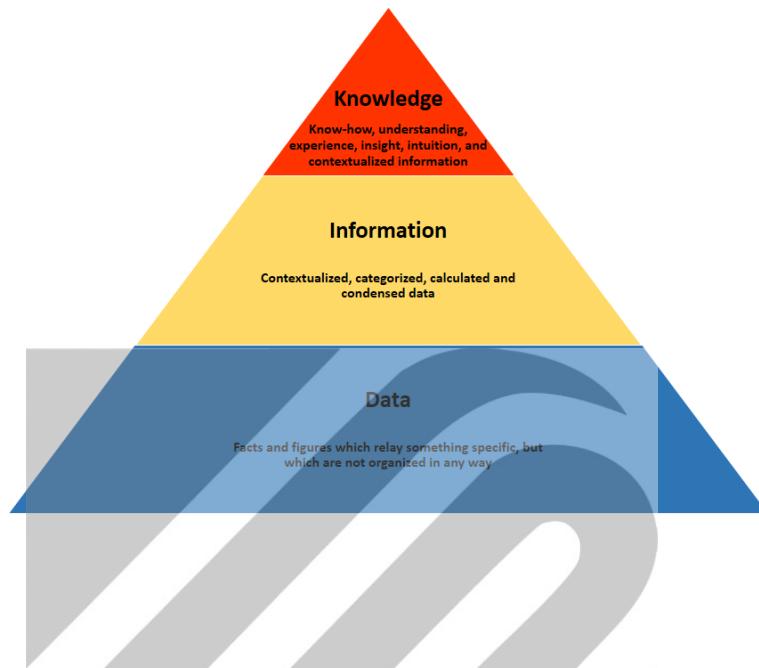


Figure 2.1 The Data, Information and Knowledge Pyramid

Source: Frost, 2013: Online

Author Steve Denning views knowledge this way, “Thus knowledge is not just an explicit tangible “thing”, like information, but information combined with experience, context, interpretation and reflection. Knowledge involves the full person, integrating the elements of both thinking and feeling. Hence some object to the implicit suggestion in the use of the term “knowledge management” that knowledge can be so managed, as revealing a fundamental misunderstanding to the nature of knowledge.”

2.2.2 The Levels and Types of Knowledge

Generally there are two types of knowledge, tacit and explicit. Tacit knowledge is a knowledge that you gain through experience. On the other hand, explicit knowledge is a knowledge that has already been articulated, codified and stored in certain media. Everyone has both tacit and explicit knowledge. The key differences

between this two kinds of knowledge are in the areas of knowledge transfer, knowledge acquisition, and knowledge application.

The best way to differentiate this two is by comparing it on the way how we learn things. The two general ways people learn is through formal education and on-the-job training (Experience). Generally, formal education can be associated with explicit knowledge and on-the-job training can be associated with tacit knowledge. A good example of tacit learning is a person can learn how to drive a car by reading the manual and by observing people drive their cars. Yet that person is still unable to drive a car. On the other hand, a person who hasn't read any manual at all but had driving lessons can undoubtedly drive a car. That is what we call explicit knowledge.

There are three different levels of knowledge, the know-what (Factual Knowledge), know-how (Practical Knowledge), and know why (Knowledge Values). Applied in a workplace, for example, a novice architect knows what design works best in a particular building model that a client wanted to be built, that is a “know-what” level of knowledge. The second level is “know-how”, and this happens when that design can be drawn and built. The third level “know-why” is the highest level of knowledge where the architect can contextualize his knowledge to a different situation.

It is hard to pin down what knowledge is since everybody has a different understanding of it and every organization views it depending on the nature of their core business or mission. Therefore it is important for every organization to understand the kind of expertise, or sort of knowledge that functions in their different departments, committee or domain, so that they can be able to initiate knowledge management.

2.3 Knowledge Management

2.3.1 Knowledge Management Definition and Overview

There is no standard definition among different knowledge management (KM) authors, yet there are themes that appears a lot in in their definitions. Generally, KM is a multidiscipline approach and a process. In its simplest definition, “KM is the

process of gathering, managing and sharing employee's knowledge capital throughout the organization." Bhoraju (2005)

With the two types of knowledge discussed earlier, one of the goals of KM is to bridge the gap between these two, that is codify the tacit knowledge and make explicit a tacit knowledge. Tacit knowledge is very important in terms of KM processes. Its value is recognized by many management gurus. According to Lam (1997) "the notions of the personal, subconscious and the quality of stickiness or embeddedness stand out" is one of the most important characteristic of tacit knowledge. He also added that "The key to acquiring tacit knowledge is experience. Without some form of shared experience, it is extremely difficult for people to share each other's thinking processes."

Knowledge involves thinking with information, therefore it is a big disadvantage for companies and organizations whose information is not organized and worst unavailable. Finding the right person in the company is always time-intensive and so one of the goals of KM is to map out who are the experts and provide repositories to store knowledge that can be re-use.

One of the most important benefits of KM is how it uses IT to organize the flow and the dissemination of information in a company. Many businesses acknowledges that KM can be a competitive advantage. This is true especially for the service companies such as airlines, telecommunications, and even among those who work on the education sector. In a snapshot, KM can be intimidating and overwhelming, but understanding it by contextualizing it to a particular industry will make it rather a simple and a practical idea. After all is just an 'initiative' to make things easier and not complicated.

2.3.2 The Components of Knowledge Management

From different case studies and literature regarding knowledge management (KM), it has three components: people, processes, and technology.

According to Gorelick (2005), KM requires an integration of people, process, and technology in order to achieve sustainability. Most of the organizations fail to

realize that their employees are the bearers of their collective knowledge. KM is not just about technology and processes, but more than that, KM is about people.

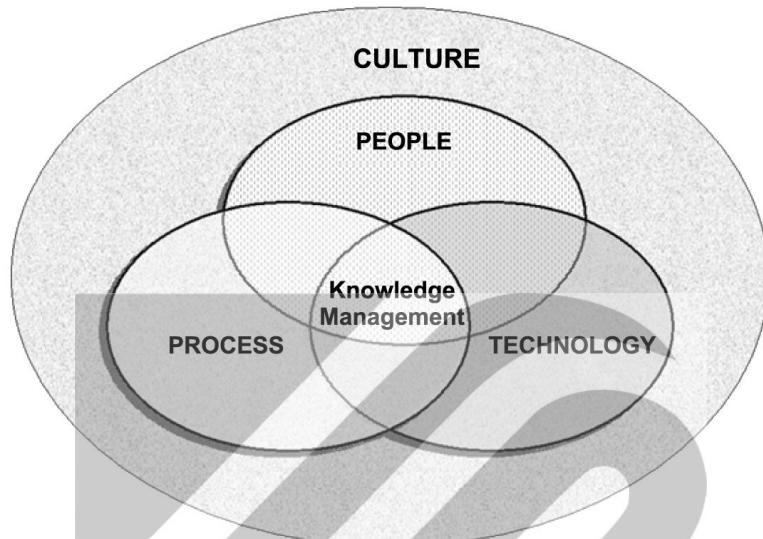


Figure 2.2 Knowledge Management Framework

Source: Gorelick, 2005: Online

The technology, processes, tools, methods and KM activities are all about making sure that the right knowledge is with the right person at the right time. KM is about finding ways to bring all the knowledge together. One of biggest challenges in KM is to ensure participation of the people in knowledge sharing to achieve result. The figure below shows how KM connects people, process and systems (IT support), with culture surrounding the whole framework.

The process component includes both the formal and informal process or mechanisms for knowledge sharing across different departments, project teams, etc. It should be noted that the easiness, clarity, and standardization, along with the involvement of the employees in the process is detrimental to the success of any KM initiatives.

The technology component functions primarily as support to the processes. Any IT solution should be helpful to provide support to KM processes such as

knowledge identification, knowledge acquisition, knowledge refinement, knowledge sharing, knowledge storage, knowledge use, and finally knowledge creation. Examples of IT support are intranets, blogs, wikis, databases, emails, repositories, etc. Overall, IT must be an enabler to achieve strategic business objectives.

It is important to ensure that IT solution doesn't end in itself and take the focus away from the core processes in the organization . Also it should be always user-friendly. The problem arises when companies spend so much time, money and training for solutions that are not compatible and sustainable to their core business.

2.3.3 Knowledge Management Tools

Ribiere (2008) asked a very profound question, “It is true that when employees leave after work, physically, 70% of the organizations knowledge disappears. What if they don't intend to come back the next day? “ First of all, every organization has already a sort of ‘knowledge management’, it is the role of the management to eye and support existing KM and nurture it. The problem of many management team is that they start as an outsider, they forgot to identify what is existing first before initing new stuff.

The Asian Productivity Organization (APO) produced a book entitled “Knowledge Management Tools and Techniques Manual”. Here they mentioned two categories of KM tools: non-IT, and IT. Examples of non-IT methods are: brainstorming, peer assist, after action reviews, story telling, collaborative physical workspace, knowledge cafe, community of practice, etc.

Among non-IT tools, story telling ad “community of practice” stands out most of the time because of its practicality and its effectiveness. Within the IT methods are: databases, wikis, blogs, intranets, social network services, and etc. The usage of this IT tools depends also on the nature of knowledge that are being used within the organization. According to research, most successful knowledge management systems are those that supports autonomy and encourage self-control of the employees instead of attempting to impose procedures that aim to modify or constrain

their behavior. This kind of approach takes into account the fact that knowledge in an organization is not fixed but is continuously changing. With such a mindset, an organization can achieve sustainable change (Malhotra 2001; McElroy, 2000).

2.3.4 Knowledge Management Assets and Processes

Before initiating any KM initiatives the organization has to do a knowledge audit. That is organizations has to identify the knowledge they have within their organization. Below outlines the major KM assets and KM processes that comes with it.

Table 2.1 KM Assets and Processes

KM Assets	KM Processes
1. Stakeholder relationships	includes licensing agreements; partnering agreements, contracts and distribution agreements
2. Human resources	skills, competence, commitment, motivation and loyalty of employees
3. Physical infrastructure	office layout and information and communication technology such as databases, e-mail and intranets
4. Culture	organizational values, employee networking and management philosophy
5. Practices and routines	formal or informal process manuals with rules and procedures and tacit rules, often refers to “the way things are done around here”
6. Intellectual Property	patents, copyrights, trademarks, brands, registered design, and trade secrets

Source: Marr, 2003: Online

2.3.5 Knowledge Management Challenges

One of the challenges in knowledge management is knowledge hoarding. Philosopher Francis Bacon (1597) concluded in one of his meditations, “Knowledge is power”. Knowledge is what makes an individual valuable. This is prominently one of the reasons most people are hesitant to share their knowledge. Individuals, teams, and even the whole organization may hoard knowledge and keep it to themselves

because they think that by doing that they keep their value as well. Knowledge hoarding is counter-productive and decreases trust, motivation, creativity, and performance both in an individual and organizational level.

Another challenge in KM is capturing the tacit knowledge which are deeply embedded within the knowledge bearer. This is true especially to workers who are highly specialized. A good example is a sushi master. The secret recipe is easy to imitate and reproduce, but the process, and techniques to make a good sushi are not easy to capture. In terms of capturing knowledge, technology is efficient to capture explicit knowledge but it has limitations in capturing tacit knowledge. When technology fails to capture tacit, perhaps, the best alternative is to capture the knowledge through people. Mentorship, apprenticeship, and all the different kinds of training that exists to transfer experience are very effective in capturing tacit knowledge. Unlike technology that could be replicated in a small amount of time and can be shared almost anywhere virtually, knowledge transfer though people takes a lot of time in training, retraining and application to refine the skills.

Agreement to knowledge values is also another challenge especially when conducting a KM audit. The issues arise when there is no consensus as to what knowledge is important, how to codify the explicit knowledge, and how to store the knowledge.

Finally, implementation of KM initiates also bears challenge since many organizations see KM initiatives as impractical and an expensive pursuit, therefore not worthy of their investment.

With these challenges, it is always important to consider employees perception about KM as it plays a vital role when implementing KM initiatives. Thus, KM champions should learn the dynamics of the organizations culture, know how to integrate KM within their processes both formal and informal, and finally, know how to present KM in its simplest and most practical way.

Shadbolt & O'Hara (2003) listed down the different challenges (see Table 2.2) in the are of KM processes when implementing KM initiatives.

Table 2.2 KM Challenges

KM Processes	Challenges
Knowledge Acquisition	The challenge here is to get hold of the information that is around, and turn it into knowledge by making it usable . This might involve, for instance, making tacit knowledge explicit and vice versa
Knowledge Modelling	Modeling bridges the gap between the acquisition of knowledge and its use. Knowledge model structures must be able to represent the knowledge so that it can be used for problem-solving
Knowledge Retrieval	When knowledge repository gets very large; finding a particular piece of knowledge can become very difficult.
Knowledge Reuse	One of the most serious problem in terms of knowledge reuse is the change of the problem context
Knowledge Publishing	Getting presentation right will involve understanding the different perspectives of people with different agendas
Maintenance	This may involve the regular updating of the content as content changes, and may also involve a deeper analysis of the content

Source: Shadbolt and O'Hara, 2003

CHAPTER 3

RESEARCH METHODOLOGY

3.1 The Research Design

This research started with an exploratory question about knowledge management and how it applies between the dynamics of the younger and older members interaction. Since the nature of the study was exploratory a qualitative method was used to gather and analyze the data. Saunders, Lewis, and Thornhill (2012) believe that the success of a qualitative research depends on the researcher's sensitivity to the data and the process. The researcher interviewed selected members of the organization and reviewed organizations archives. The Executive Director of the organization was very supportive of this study and so has supported the researcher to carry on the interviews and also provided accessibility the documents necessary for reviewing.

3.1.1 Research Strategy- Qualitative

According to Denzin & Lincoln (2005), "Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that makes the world visible." As in this research, the goal of finding the differences of two generations through a qualitative method is very fitting.

Qualitative strategy is characterized of the usage of different data collection methods. The interview questions was semi-structured and the participants were selected through a non-probability sampling technique (Saunders et al. 2012). Also

the researcher played a central role in data collection and data analysis. This study will used an inductive approach and the researcher tried to be sensitive to the important patterns that rose during the data collection. There's also a degree of freedom the researcher used to modify, change, add, remove questions to direct the research to areas when necessary.

3.1.2 The Research Philosophy- Interpretivist Philosophy

The research philosophy was interpretive because researcher need to make sense of the subjective and socially constructed meanings expressed about the phenomenon being studied. Philosophy plays an important role in research. Not only does it helps the researcher in terms of data analysis but also protects the researcher from misunderstanding caused by other philosophies used in the research. For a qualitative research design and exploratory single case study like this, it was appropriate to use interpretivist view.

To further explain the interpretivist philosophy we should first need to understand the role of epistemology in research and how interpretivist philosophy enters the scene. Stanford Encyclopedia of Philosophy defines epistemology as “the study of knowledge and justified belief”. Philosophers argues about the nature of knowledge, is there an absolute truth, or truth is relative?

Most scientific philosophers, also known as the positivist believes in an absolute truth, absolute reality, the exactness of what is really true. The opposite of such belief is where the interpretivist comes into play. They views reality is relative and all depends on what perspective it is looked through.

3.1.3 Research Approach- Inductive

There are two main approaches in research, inductive and deductive. Inductive is moving a from a specific to general things, while deductive is moving from general to specific things. There is also what we call abductive where we combine the two approaches. Abductive approach happens when we develop a hypothesis

through the data (Inductive) and then test our hypothesis (Deductive). Since the study was exploratory in nature and there has been no existing theories regarding the subject matter, the researcher used an inductive approach.

3.1.4 The Case Study and Unit of Analysis

According to Yin (2009), there are six different kinds of case studies, and the selection depends on the purpose of the study. It can be based on single or multiple-case studies. And with that you select the purpose of your research; exploratory, descriptive, or explanatory.

Exploratory typically occurs when the subject of interest is new or has never been explored. Based on our literature review, we justified that Knowledge Management applied to an NPO has received very little research specifically in Southeast Asia. In this study, the researcher found it appropriate to use an exploratory case study.

The unit of analysis in this case is the organization as a whole. The study focuses on how the two generations: junior and senior members interact, use and share knowledge within their team, across departments and even across different generation. Is there a difference? And if there is, what is it? Is it competitive, or is it complimentary?

3.1.5 The Pilot Study

On a exploratory research, Yin argues the importance of conducting a pilot study before starting on a full scale research. The idea is to make sure that the researcher will have a better grasp of the research and its context. In this case, the researcher has developed a series of questions which are exploratory in nature and sent it to two missionaries, a novice and an expert missionary. The questions are sent via email and responses were received in a week.

Based on the pilot study, some of the questions are validated to be of sense and some questions are confusing, vague and weak to be of use. After the initial pilot

study, the researcher moved on developing another set of questions retaining the good questions from the pilot, omitting weak questions, and adding questions that are relevant to the study.

3.2 Reliability and Validity

Qualitative method is very notorious in having a lot of criticism to its reliability and validity. These measures of quality are applied in both the data collection and analysis and are important to the value and quality of a particular research.

Reliability answers the question, “Am I truly measuring/recording/capturing what I intend to, rather than something else? While validity answer the question, “Assuming that I am measuring/capturing what I intend to, is my measurement/recording consistent and accurate? (Teddlie & Tashakkori, 2009). Expert researchers believe that using multiple mixed methods will produce a more reliable and valid outcome. To combat the possible issues, in qualitative method, the researcher was aware of the following threat in terms of data collection. The table below explains of the possible threats on both the reliability and validity of the study.

Table 3.1 Threats to Reliability

Threat	Definition and Explanations
Participant error	Any factor which adversely alters the way in which a participant performs. For example, asking a participant to complete a questionnaire just before a lunch break may affect the way they respond compared to choosing a less sensitive time
Participant bias	Any factor which induces a false response. For example, conducting an interview in an open space may lead participants to provide falsely positive answers where they fear they are being overheard, rather than retaining their anonymity
Researcher error	Any factor which alters the researcher's interpretation. For example, a researcher may be tired or not sufficiently prepared and misunderstand some of the more subtle meanings of his or her interviewees

Researcher bias	Any factor which induces bias in the researchers' recording of responses. For example, a researcher may allow her or his own subjective view or disposition get in the way of fairly recording and interpreting participants' responses
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Source: Saunders et al. 2012; 192

Table 3.2 Threats to Internal Validity

Threat	Definition and Explanation
Past or recent events	An event which changes participants' perceptions. For example, a vehicle maker recalling its cars for safety modification may affect its customers views about product quality ad have an unforeseen effect on a planned study (unless the objective of the researcher is to find out about post-product recall opinions)
Testing	The impact of testing on participants' view or actions. For example, informing participants about a research project may alter their work behavior or responses during the research if they believe it might lead to future consequence for them
Instrumentation	The impact of a change in a research instrument between different stages of a research project affecting the comparability of results. For example, instructed observational research on call centre operations, the definitions of behaviors being observed may be changed between stages of the research, making comparison difficult
Mortality	The impact of participants withdrawing from studies. Often participants leave their job or gain promotion during a study
Maturation	The impact of a change in participants outside of the influence of the study affects their attitudes or behaviors etc. For example, management training may make participants revise their responses during subsequent research stage
Ambiguity about causal direction	Lack of clarity about cause and effect. For example, during study, it was a difficult to say if a performance ratings were caused by negative attitudes to appraisal or if negative attitudes to appraisal were caused by poor performance ratings

Source: Saunders et al. 2012; 193

In a qualitative method, Teddlie & Tashakkori (2009) suggest the researcher the following strategies to ensure the reliability and validity: members check, asking the members who are involve in the study; prolonged engagement, by spending an adequate amount of time learning the “culture’ of the target organization; persistent observation; and reflexive journal which the researcher records information about ‘Self’ and ‘Method’ (Lincoln & Guba, 1985).

3.3 Data Collection Methods

3.3.1 Primary and Secondary Data

Qualitative research design is also associated with mixed methods of collecting both primary and secondary data. Yin (1984, p.78) identifies these methods as including:

- A. direct observation of activities and phenomena and their environment;
- B. indirect observation or measurement of process related phenomena;
- C. interviews - structured or unstructured;
- D. documentation, such as written, printed or electronic information about the company and its operations; also newspaper cuttings;
- E. records and charts about previous use of technology relevant to the case.

Based from Yin’s method of data collection, the primary data was conducted with a combination of semi-structured interviews and unstructured interview through emails, and face-to-face interview. For the collection of the secondary data, the researcher reviewed existing archival documents and other important documents that are related to knowledge sharing. This includes available manuals, policies, organizational chart, key personnel list, and other archival documents. Also, related and relevant literature was reviewed to match and support the data collected and also helped tremendously with the process of data analysis.

3.3.2 Population and Sample

Samples were selected randomly through voluntary participation under the following standards. For our older members, the criteria was: 40 years old and above, with at least 10 years of experience in the field of translation. For our younger members, the criteria was: 39 years old below, and has less than 10 years of experience in translation. The researcher only interviewed only the members who spent at least 50% of their time are spent in the translation processes such as language survey, documentation, translation, consultant, and training.

3.3.3 Primary Data Collection: Semi-structured Interviews

The organization that was selected is a relatively small organization whose primary mission is on translation. It was established the 1970's, located in the Philippines, with around 70 members.

The researcher conducted a semi-structured interview in a course of one month. Each interview lasted from 45-60 minutes. The researcher carefully arranged interview questions. The language that was used was primarily English some of the members preferred to speak in Tagalog. A recorded audio was kept for reference. The researcher also conducted the interview protocol in every single interview session.

3.3.4 The interview process

During the interview, a consent form was signed to indicate the level of confidentiality the interviewee allowed. The interviewer run-thru the protocol (see Interview protocol on the next page) and proceeded to the interview process. During the interview, the researcher used probe questions, and had the informant took lead of the discussion and only interrupted when appropriate and necessary to direct the informant to discuss matters that are relevant to the research question.

After the interview, the researcher checked all the data and codified the data as soon as possible. After all interviews the research proceeded to do a systematic

process in to check if data is complete and clear before proceeding onto the analysis stage.

3.3.5 Transcribing the Interview

There are four different ways to transcribing an interviews: “just the gist”, verbatim, verbatim with dialect, verbatim with content analysis. In this research, “just the gist” was adapted in transcribing the interview. The reason for this was two fold: the exploratory nature of the research and the unit of analysis which focuses on the organization as a whole and not individually.

3.3.6 Interview Protocol

1. Introduction

Includes establishing relationship, explaining the purpose of the interview, confidentiality, duration of the whole interview, interview consent and audio recorder switched on.

2. Warm-up questions

Getting the profile of the interviewee

3. Interview proper

List of topics to be discussed and explored

- A. the interviewee main role in the organization and its relation to translation**
- B. the interviewee view, experiences, observations, ideas, and opinions about knowledge sharing (KS), knowledge values (KV), and knowledge acquisition (KA)**
- C. probing questions to a more in depth discussion about the existing culture in the organization**
- D. room for more exploratory discussion about other factors that might affect the learning culture of the organization**

- E. ideas for recommendations on improving the existing knowledge sharing culture
- F. wrapping up, interviewer paraphrasing/synthesizing/summarizing/clarifying the ideas presented

4. End of the interview

- A. audio recorder is switched off
- B. take note on some relevant and related ideas might be shared after
- C. thanking the interviewee for the time and information shared

3.3.7 Interview Preparations

The researcher was fully aware of the different biases that might occurred during the interviews, therefore necessary preparations were made to minimize the possible biases. Also, the researcher made efforts to learn interview techniques to conduct an appropriate interview that will help answer the research question. One of the important techniques was asking concrete questions before moving on to a more abstract questions (Gibbs, 2013).

After the analysis, the researcher gave the participants a copy of the transcribed interview and analysis to verify if the data gathered was correct and has been interpreted properly.

3.4 Data Analysis Technique

3.4.1 Template Analysis

According to Graham R Gibbs, a professor in the University of Huddersfield, there are four different types of thematic analysis.

1. Grounded Theory (Glaser and Strauss, Corbin and Charmaz)
2. Interpretative Phenomenological Analysis (Jonathon Smith)
3. Template analysis (Nigel King)
4. Framework analysis (Ritchie and Lewis)

In the book Essential Guide to Qualitative Methods in Organizational Research, Nigel King wrote a section about Template Analysis. He explained “The essence of template analysis is that the researcher will produce a list of codes (‘template’) representing themes identified in their textual data” (Cassell & Symon, 2004). This kind of analysis is similar to Grounded Theory yet the primary difference between the two is Template Analysis starts the analysis with codes or ‘templates’ while Grounded Theory generate codes and eventually templates after the analysis.

This research used a combination of inductive and deductive approach in producing codes/categories/themes and adapted the Template Analysis. The process of Template Analysis starts with listing of codes. At this stage, the researcher is aware of the possible ambiguity of the codes, redundancy, and even misrepresentation. The second stage, is putting on the data gathered from the interviews to its assigned ‘template’. This process is critical as the researcher needs to be open and sensitive in fitting the data. Whilst the painstaking of coding, and analyzing, and interpreting the data, the researcher continued refining the data until the whole process is done. To summarize the whole process, the researcher developed a template before the data gathering, revised it twice, and made a final template. Multiple repetition of the whole process was made until everything was polished.

3.4.2 The First Template (before data gathering and data analysis)

1.0 Knowledge Management

1.1 Knowledge Values

1.1.1 Age as a factor affecting knowledge values (KV)

1.1.3 Similar values

1.2 Knowledge Acquisition

1.2.1 Preferred learning method, process, and tools of older members

1.2.2 Preferred learning method, process, and tools of younger members

1.2.3 Common preferences

1.3 Knowledge Sharing (existing practices, programs, tools)

1.3.1 Formal Mechanisms

- 1.3.2 Informal Mechanisms
- 1.3.3 Barriers in knowledge sharing
- 1.3.3 Motivations in knowledge sharing

2.0 The Case Study: Organizational culture that affects knowledge management practices

- 2.1 Older members
- 2.2 Younger members

3.0 Recommendations

- 3.1 Available tools in KM

3.4.3 Coding

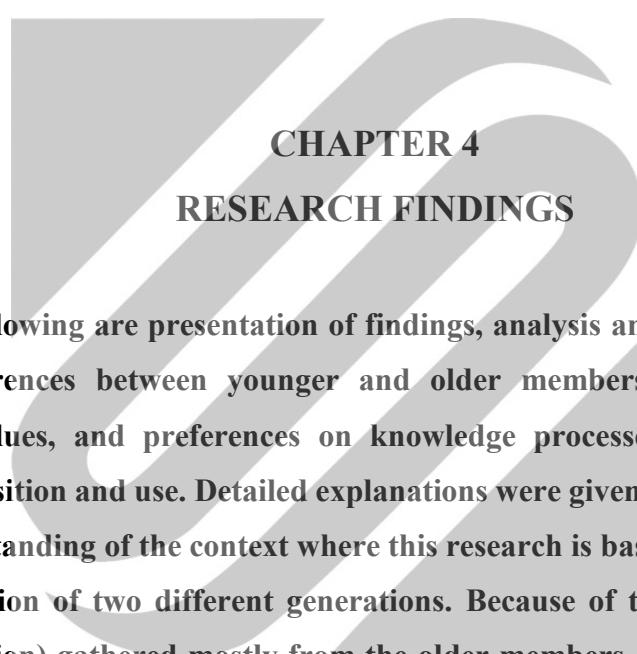
Different researchers such as Lofland, Strauss (1987), Ryan and Bernard (2003). Lofland suggested to get codes from the acts, activities, meanings, participation relationships and settings. While Strauss (1987) suggested to get codes from the conditions, interactions, strategies and tactics, and consequences. Ryan and Bernard (2003) suggested to get codes from repetitions, indigenous typologies, metaphors and analogies, transitions, similarities and differences, linguistic connections, and missing data. In this study a combination of ideas from the above authors was used. The researcher made sure that data are understood and interpreted in the right context.

After the transcription was done, the researcher underwent to four different stages to code and analyze the data. The first stage focused on getting the major themes; the second stage was for code labeling and highlighting of the keywords; the third stage involved indexing; and finally in the fourth stage the researcher added interpretation and connected relationships between the codes to give data meaning.

3.5 Research Ethics

Confidentiality, anonymity, and objectivity are the three main concerns of a researcher in conducting a study. In this particular study, the researcher observed a level of confidentiality that has been agreed upon between the interviewees and the interviewer. One of the major challenges that is possible to arise involves the

misinterpretation of the findings. To avoid possible misunderstanding and misinterpretation the researcher presented the findings to the organization. The report was approved by the Executive Director representing the whole organization.



CHAPTER 4

RESEARCH FINDINGS

The following are presentation of findings, analysis and discussion about the cultural differences between younger and older members in relation to their knowledge values, and preferences on knowledge processes such as knowledge sharing, acquisition and use. Detailed explanations were given to help the readers get a good understanding of the context where this research is based on. It is not a battle but a description of two different generations. Because of the wealth of data (see Appendix section) gathered mostly from the older members, the researcher made a lot of tables and charts to help in presenting the data. From the findings collected through interviews and reviews of their available documents the following were explored:

- A. the trend from 1980's to 2000's in terms of strategies used in the field**
- B. the trend from 1980's to 2000's in terms of training and deployment of the members**
- C. the personal initiatives of some individuals in different areas of their expertise**
- D. the role of leadership in developing and maintaining the organizational culture**

- E. the unmet need for creating venues to share knowledge within the organization resulting some frustrations, misunderstanding, and lack of fervor to some members in the organization**
- F. the inefficiency of communication within the organization specifically on disseminating information through emails which others find confusing and sometimes misleading especially for younger members, e.g misused “reply to all”, receiving unnecessary correspondence from other members**
- G. the practical strategies learned, developed and used by the members in field, and**
- H. the emerging desire to apply these in their organization**

4.1 Data Findings

There are indeed cultural differences between the older and younger members in the organization in terms of knowledge values, knowledge sharing, and acquisition. One of the members describe TAP in this, Also, there are other factors that affects these knowledge processes within the members aside from their age. These factors are internet connection, venues for knowledge sharing, civil status, socio-economic status, ethnicity, previous professional background, expertise, training and education.

4.1.1 Template Analysis

The original template was modified twice. Here are the following significant changes made to finalize the template.

1. the addition of “other factors affecting KV” under knowledge values in 1.1
2. the modification of age group, from older and younger members and changing it to “1980’s, 1990’s, 2000’s, 2010’s“ under the case study theme

There are “gaps” that appeared during the interviews which are can significantly improve the research. The ‘age’ which has been categorized only in two age groups: old (age 40 above) and young (which is 20-39) was found inappropriate. Necessary changes were made to recognize the wide spectrum of members’ expertise and categorize them

appropriately. Example, a 39 year old member which was categorized as “young” in the research has a very different culture with the members who are in their 20’s. Because of this, a ten year gap was found more appropriate in categorizing different age group.

4.1.2 FINAL TEMPLATE

1.0 Knowledge Management

1.1 Knowledge Values

1.1.1 Age as a factor affecting knowledge values (KV)

1.1.2 Other factors affecting KV

1.1.3 Similar values

1.2 Knowledge Acquisition

1.2.1 Preferred learning method, process, and tools of older members

1.2.2 Preferred learning method, process, and tools of younger members

1.2.3 Common preferences

1.3 Knowledge Sharing (existing practices, programs, tools)

1.3.1 Formal Mechanisms

 I.T base/support

 people base

1.3.2 Informal Mechanisms

 I.T base/support

 people base

1.3.3 Barriers and issues in knowledge sharing

1.3.4 Motivations in knowledge sharing

1.3.5 Best practices

2.0 The Case Study: Organizational culture that affects knowledge management practices

2.1 Overall organizational culture

2.2 1980’s

2.2 1990’s

2.3 2000’s

2.4 2010's

3.0 Recommendations (see chapter 5)

Table 4.1 Template Analysis

1.0 Knowledge Management	
1.1 Knowledge Values (KV)	Knowledge values means anything that a person value as knowledge in relation to his/her work.
1.1.1 Age as a factor affecting KV	-older members tend to value the knowledge that's only related to their work while younger members value knowledge that are both related to their work and their other field of interest field -younger can be very exploratory in nature
1.1.2 Other Factors affecting KV	gender, civil status, socio-economic status, ethnicity, previous professional background, expertise, training and education
1.1.3 Similar values between OM and YM	both value the knowledge that they get from their training and also from their experiences in the field
1.2 Knowledge Acquisition	Knowledge acquisition means any process that helps a person acquire a knowledge in relation to his/her work.
1.2.1 Preferred learning method, process, and tools of older members	prefer guided training especially in technology
1.2.2 Preferred learning method, process, and tools of younger members	prefer a sense of autonomy in technology base softwares
1.2.3 Common preferences	both prefer hands-on, adult style, modeling, and mentorship
1.3 Knowledge Sharing (existing practices, methods, tools)	Similar to knowledge acquisition, knowledge sharing is any process that involves two or more parties that shares or transfer knowledge. It could be one-way, like lectures, and disseminating information through emails, or it could be two-way, like discussions, meeting, and collaboration with an individual, team, or an organization.
1.3.1 Formal Mecahnisms	<ul style="list-style-type: none">- Biennial conferences (every two years)- Community of Practice (mostly members working on literacy and community development)- Annual Report- Basic Training (under Training Domain)- Field exposure for trainees and new members- Newsletter (organization, and individual)- Domains and Subdomains
1.3.2 Informal Mechanisms	group discussions, conversations over a meal, chat

Table 4.1 Template Analysis (Cont.)

2.0 The Case Study:
Organizational culture that affects knowledge management practices

2.1 Overall organizational culture	Family type Has a unified values and beliefs Unity and diversity reflected on their professional background, different religious denomination, age group, expertise, ethnicity, and assigned community
2.2 1980's	tend to be “hierarchical” in leadership, has a lot of tacit knowledge to share
2.2 1990's	more vocal in sharing their ideas, very strategic
2.3 2000's	very rich in explicit knowledge, needs synthesis on their training and experience they look for venues to share their expertise
2.4 2010's	doesn't have much to say in terms of expertise but they are very fast in knowledge acquisition

4.1.3 Changes in the Interviews

During the interviews it was found out that the initial categorization was ambiguous and inappropriate. The categorization has been stretched by putting two different sub-categories under the main categories of older and younger members. Now the first main category is old members with first wave and second wave as subcategory. The second main category is young members with third and fourth wave as sub-categories.

The idea of using “wave” to describe the flock of members who joined in a particular decade was used in the subsequent interviews and the interviewees were able to categorized themselves easily and they themselves used this categorization during the interviews. The “waves” here are two dimensional, the first dimension is the “situation”, people are working in a specific context, that context includes the

existing organizational structure, organizational culture, strategies, and even the particular sociocultural context where members were assigned. The second dimension is the age, it can be classified as a “generation’s culture”. This dimension is about the personal characteristic of a particular age group in terms of work habits, different needs like physical, mental, social needs, etc. These two dimensions are different in every wave.

The first and second wave were categorized as old members, and the third and fourth wave as young members. With this new categorization, the following is an overview of the respondents profile. 50% of the overall respondents were comprised of the first wave. Only 10% were represented by the second wave, and 20% each for third and fourth wave. 75% were females and only 25% were males. Most of the observations were made on the First Wave. Even though there is a big gap between the amount of data collected from the older members and younger members it doesn’t diminish the fact that there are existing cultural differences between them.

4.1.4 The Characteristic of the Different Waves

There’s a comparison table (see Table 4.2) that gives a clearer understanding on the differences between the waves. Fourth Wave was not included due to small sample of data.

First Wave. These members are the oldest members of TAP. Their age ranges from 60-above. They joined the organization during the 1980’s, some even as early as 1970’s during TAP’s conception. They have little formal training in their assigned field. Most of them were assigned in a project with an expatriate from their partner organization. They’ve accomplished most of their projects during the 2000’s. They are now busy on promoting their finished projects and working with other projects as consultants. They are very traditional, conservative with their work ethics. They value integrity and they take pride on their accomplishments, rich experience and long years in service.

Second Wave. Members of this wave are the second oldest members of TAP. Their ages ranges from late 40’s-59. They joined TAP during the 90’s. They also have

rich experience but more strategic in doing their projects. They benefited from the lessons the first wave learned from the field.

Third Wave. Members of the Third Wave are considered young members of TAP. Their age ranges from 30-early 40's and joined TAP from 2000 to 2009. They are very collaborative with different partner organizations. They are well trained but they have lesser field exposures compared to the First and Second Wave.

Fourth Wave. They are the youngest among the different generations of TAP members. Their age ranges from early 20's to early 30's. They joined TAP from 2010 until present. Their training are more rich and diverse catering different needs in the field. Their training are the result from the lessons and strategies learned and developed by older field members. They are expected to be have less direct field involvement. Their "field experiences" are more on assistance and training.

4.1.5 The Types of Knowledge being Used and Shared

Technical knowledge in translation focuses more on the techniques, grammar structures, and the process of translating a book from one language to another. Every member has to develop a deep understanding of their target community culture. Bridging the gap between two cultures is one of the most difficult process that many translators experience. Below is an overview of the knowledge being shared and used at TAP (see more details on the Appendix section).

1. knowledge about missionary work (expectations and lifestyle)
2. technical knowledge (e.g translation, literacy, consultation, community development theories and practices)
3. computer knowledge (emails, softwares for a particular work)
4. strategies learned through direct observation, peer to peer discussion, training, etc.
5. knowledge about the culture of the target community
6. knowledge about the organizational structure and culture
7. knowledge about networks with different organization through organizational collaboration, direct contact (personal initiative)

Table 4.2 TAP Members Knowledge Values, Sharing, and Acquisition Preferences

	Older (1980's) First Wave	Mid (1990's) Second Wave	Younger (2000's) Third Wave	Similarities	Recommendat ions
Culture	A family type tend to be hierarchical and seeks stability	combination of family and corporate focus on mentoring, growing	tend to be more corporate based on previous professional background	family type shows through informaliti es on how members address each others nurturing one another	need to have an open communication based on their work background
	Older (1980's) First Wave	Mid (1990's) Second Wave	Younger (2000's) Third Wave	Similarities	Recommendat ions

Technology	<p>personal tutoring, guided training</p> <p>needs a lot of hands-on, SHOULD be usable, integrated at work, or else, it won't be of use</p> <p>when faced with technical difficulties, hard to recover</p>	<p>more flexible in terms of learning style, but needs guided training</p>	<p>group training, self-study and self-check</p> <p>can handle technical difficulties</p> <p>skills can be transferable to other softwares</p> <p>easily to adapt</p>	Adult-learning style	<p>Young members can help older members and vice versa</p> <p>needs back-up file/copy of all data</p>
Field Work	<p>experts of culture, trainers, consultants, mentor</p> <p>longterm projects (translation, literacy)</p> <p>they work WITHIN the cultur/emmersed in the culture</p>	<p>well assimilated in the culture, more strategic</p> <p>facilitator, activities and programs</p> <p>social stuff, working with the locals</p>	<p>technical knowledge are less synthesized, needs more exposure</p> <p>short-term projects (assist projects, storytelling, language assessment, language documentation)</p>	Observant	<p>Older members can train young members</p> <p>collaboration/partnership</p>
Relationship with the team in field projects	<p>Partners, facilitators in-depth relationship with the team members</p> <p>leader type</p>	Facilitators	<p>Trainee, assistant, on the process of building rapport in the community they work with</p>	<p>all believes in good communication and empowerment of the locals</p>	Collaboration

Resources	network, partnership people base (delegates work)	both people and technology base tend to know what is more appropriate when solving problems or working on a particular project	more on technology base (find creative ways)	trying to be flexible and creative	share best practices and resources
Older (1980's) First Wave	Mid (1990's) Second Wave	Younger (2000's) Third Wave		Similarities	Recommendat ions
Project ideals	<p>“result-base” decisions are back-up by their experiences focused on what worked best</p>	<p>more flexible and dynamic both result- base and goal oriented open and yet still conservative</p>	<p>“goal oriented” decisions are back-up by their training and advices from their mentors open to new things</p>	<p>works well with well- defined goals, all are strategic all are highly committed community oriented</p>	<p>all need to understand the work ethics of each other, as well as the time frame and strategies in meeting the goals</p> <p>(some funding agency has limited time in particular projects)</p>

PD Partnershi p Developme nt	challenges meeting MF (matching fund) requirements	has a challenge on both meeting the MF requirements and building and main tang partners , yet has more dynamic ways to adress the problem	challenges on building and maintaing Partnership Development	all face challenges in meeting and maintaing Partnership Development	work together as a team
Financial and Spiritual Back-up				get a fund-raiser income generating project (could be a strategy or a person)	
Learning background	experts of their field culture less training, more on field work involve in leadership	highly expert in the field and others etc knowledgeable in different strategies also involve in leadership roles and training	more on updated tools and current trends and practices more training, less on field work trainee/trainor	all are learners	mentorship in leadership and other expertise (literacy, technology, translation) 1990's and 2000's should get involve in leadership roles and more field work exposure

4.1.6 Observations on their Knowledge Sharing, Use, and Acquisition

1. **Knowledge Acquisition and Knowledge Sharing are interrelated.** There's always KA in every KS.
2. The members are highly skilled and specialized, and they needed to work constantly with other experts in the field.
3. The nature of their work and their values demand a lot of KS.
4. The number one need to update and training is IT knowledge.
5. Both older and younger members prefer guided training with many venues to practice
6. Some feel the need to take refresher courses to be updated.
7. Younger members benefit a lot from the lessons learned from the older members experiences
8. Consultants highly influence the process of translation. They are highly important and a top asset in the organization because of their expertise and knowledge.
9. There are many potential candidates for consultant training.
10. Most if not all, mentioned they are utilizing all their knowledge at work and no training or knowledge per se is useless or unnecessary.
11. They work better through real practice n the field.
12. Knowledge sharing happens a lot more in informal settings.
13. Translators share each other expertise during conferences and other social activities.
14. They become better consultants and translators, and trainers through constant practice.
15. They work a lot with cross-cultural workers and mother-tongue translators and acquire practical knowledge by working with them. Strong knowledge sharing exist within the team, but less among the different domains and subdomains.

4.2 The Knowledge Sharing Mechanisms

Since there are only few youngsters in this organization, most of the work and knowledge sharing happens between the older members. Older members tend to talk more of the knowledge they get from their experiences. Their knowledge is very practical and deep. They share what worked and what didn't work in a particular context. The downside is some of them became skeptical with new initiatives in management, leadership and other changes.

Majority of knowledge sharing happens in informal settings like conversations over meal or during break-time, quick discussion to solve a particular problem, and informal peer to peer coaching. Although there are formal mechanism (see Table 4.3) that would suggest knowledge flow, yet information flows throughout the organization most in informal ways. They exchange information mostly through emails. Others go to the main office once in a while for meetings, use equipments, and ask people there to help them do the work easily.

Table 4.3 List of Formal Mechanisms and its Definition

LIST OF FORMAL MECHANISMS	DEFINITION
Biennial Conference	general conference every two years
Annual Report (individual and organizational level)	annual general report within the organization
Newsletter (Quarterly report, <i>Tapestry</i>)	for public consumption
Monthly Individual Newsletter	for financial supporters and partners in the field
Collaborations with family organizations	between TAP and SIL and Wycliffe, etc
Project partnership within TAP	e.g between translators and consultants
Training	basic training/s, specialized training

Table 4.4 Older and Younger Members' Perception on Knowledge

	Older Members	Younger Members
<i>How do you know you're not update anymore?</i>	<ul style="list-style-type: none"> -when they feel ineffective -doesn't know how to manage their work -can't relate to my peers -can't remember password -feel tired easily 	<ul style="list-style-type: none"> -"couldn't relate to the recent approaches to translation
<i>How do you catch up?</i>	<ul style="list-style-type: none"> -attending seminars and workshops related to job -reading books -take short breaks, pray -teaching, it forces me to read and catch up 	<ul style="list-style-type: none"> -use different IT base programs, use dropbox -reading a lot of articles on Bible translations
<i>What are your personal values?</i>	<ul style="list-style-type: none"> -spending time with family, coworkers, and community -personal growth 	<ul style="list-style-type: none"> -personal growth
<i>What kind of training you consider relevant?</i>	<ul style="list-style-type: none"> -all knowledge related to job -how to organize, and be systematic -computer training -method: hands-on, experiential style, group learning, adult teaching style 	<ul style="list-style-type: none"> -On the job training, I can practice and apply what I learned.
<i>What kind of training you consider different?</i>	<ul style="list-style-type: none"> -training that are not related to job 	<ul style="list-style-type: none"> -linguistics, Greek and Hebrew, and Theological/Biblical training
<i>What are your knowledge values?</i>	<ul style="list-style-type: none"> -get knowledge values from their colleagues 	<ul style="list-style-type: none"> -get values/knowledge from experiences in the field and training
<i>How do you use your knowledge?</i>	<ul style="list-style-type: none"> -for our target community -train people in the team/collaborates -capacity building 	<ul style="list-style-type: none"> -assist and work with the brothers/sisters: translators
<i>How do you work with your team?</i>	<ul style="list-style-type: none"> -live, mingle, learn their language and culture 	<ul style="list-style-type: none"> -email, work closely with the team
<i>What is the difference between older and younger members in terms of knowledge sharing?</i>	<ul style="list-style-type: none"> -more generous in knowledge sharing because they have rich knowledge and not very sensitive to intellectual property rights compared to younger members who are restricted in terms of intellectual rights, maybe more informed compare to older generation 	<ul style="list-style-type: none"> -"younger members has this 'i know everything' attitude -tend to communicate faster because of their familiarity with technology and social media. -more open to new knowledge -resistant, trying to explore different things while older members just focus on what is important
		<ul style="list-style-type: none"> -for older members, they have a different paradigm in terms of strategy and workflow. -They are used to doing things on their own, less collaboration. Some of them don't understand why we are not working in the Field. We train the locals to do the work themselves.

4.3 Factors Contributing to Generational Gap

Here are following are the primary factors that contributes to the generational gap:

1. technological advancement
2. change of organizational strategy
3. change of trend in collaboration
4. rich formal training vs rich field exposure (a comparison)

4.3.1 Technological advancement

“Way back in 1976, when there were no computers yet, I had to use a typewriter and on my desk are different books like commentaries, exegetical helps, bible dictionary. For new translators like me, my first book to translate was the book of Mark. After doing the background study of the gospel of Mark I was then ready to translate. Usually it takes 3-5 verses a day to translate a passage and because the work is tedious and painstaking, early translators in my generation (I was 26 years old at that time) usually finished a translation project from 15-25 years.. Now for the younger generations with computers, it takes them at least 10 years.”

—First Wave, female, 63

The advancement in technology helped the translators and consultants to speed up translation process. There are many routines and rechecking that took a lot of their time when done manually, but since they have softwares like “PARATEXT”, translators wiki, translators virtual office, etc, now their work has become less painful. A process that will took 20-30 years has been lessen to 10-15 years. The translators now are more equipped and uses most of their time working on the “naturalness” and “accurateness” and lesser on the menial tasks. Also, they can do the editing through the computers and not on a printed copy. It is important to understand that although technology has helped speed up the process, it didn’t changed the process.

Not only did technology speed up the process, it also affected the trend in recruitment in the organization. One of the members said, "*I think the trend has changed now in terms of commitment. Older generation has a lifetime commitment while the younger generation will only commit two to five years. Some are even asking to be virtual partners.*"

Reflection of an older member. The following statement is a continuation of the researcher's interview with a first wave translator . She recalls the process they have to undergo to finish the project. The process of checking, back translations, and rechecking are still the normal process up to this day. They still work closely with their consultants. Here are her ideas about knowledge sharing, use and values and how they apply it in the field. "*Shared knowledge is what we used a lot because some people are more expert and experienced and talented or smart translators. That's why we have mentors, workshops, seminars about translation problems, principles, and sometimes we have a book workshop for books like epistles and other difficult books to translate like Romans, 1 & 2 Corinthians, etc. After we have translated at least 2 to 3 gospels and epistle then we are trained to become consultants so we know how to check other translators from different language projects. Translators share each other's expertise because we work as a team helping one another in whatever problems we encounter in our translations. We acquire knowledge not just from our own readings but from those who mentor us, our co-translators shared experiences and from the seminars and workshops and also from the consultants. So we learn as consultants by constant practice and actually checking other translations of community language.*

As for knowledge values we learn what is important for example from several back translations, we evaluate the translation if it is an excellent one by the comments written by consultants about their translation and feedback from other translators. The experts and smarts usually share with us which books, commentaries, exegetical helps, etc. are good to use for our translation. We usually go with the majority to evaluate whether the interpretation of a certain passage should be such or if recommended by fellow translator or consultant.

As for knowledge use, we use our knowledge for our target audience who are the native speakers of the language for whom we are translating or the language community. And we also use our knowledge to train other translators, consultants and our language assistants and co translators to keep them updated and to make them a better translator. We also have capacity building in our organization to enable us to become expert in our own field of work.

Before when we were in our translation process, we keep asking people regarding our translation if they understand it correctly or if there are any ambiguities that need to be spelled out or if there are wrong connotations, etc. We also ask our co-translators and language assistants and we also have a review committee to go through our translation for any corrections or suggestions.”

4.3.2 Change of Organizational Strategy

Another major factor that contributes to the generational gap is the change of the organizations strategy. The researcher made an attempt to illustrate the old and the new strategy based on the interview with TAP’s Training Director (see figure 4.1 and 4.2). The old strategy was members go to a village as experts and their primary goal is to finish the project. In a new strategy, a member’s main role is facilitator, someone who would look for culture champions and train them and help them strategize for the community.

The change of strategy dramatically affected the way they train and prepare their the new members. In the 1970’s until 1990’s members were only expected to complete two summer workshops and a field exposure before they can be assigned to a project that they will work on. But now, members are required to pursue higher studies highly trained. Most of the younger members has more than four years of specialized training to become a trainer in their field of expertise.

First Wave members and Second Wave members spends 15-25 years to finish the whole bible translation. Now, because of high-technology, the process has been shortened. Third and Fourth Wave members will have to spend only 5-15 years in the

field. They can now involve themselves to more projects and exchange knowledge with other members.

In Figure 4.3, a comparison between their old and new strategy shows how knowledge management enhances the knowledge sharing culture, speed up the whole process, achieve sustainable change, and improve the organizations performance as a whole. Comparing the two strategies, the mission and vision of the organization were the same but the two primary differences were goal and strategy. The goal of the new strategy is not about finishing the project, but empowering the local people to do the work themselves. This kind of approach open up more projects for members and more venues to share their knowledge, thus improving the whole knowledge sharing culture in the organization.

As an organization shifts to a different strategy, they will also change a different kind of challenges. In a very simplistic way, before, the problem is how to finish the translation, now the challenge becomes a little more complex. How do we make ownership and people empowerment happen? How can these people capture the vision? It is not easy to answer the questions. Members now are not just mere translators, they are leaders of change.

Interestingly, the principle of ownership and empowering people is not new, it is actually very basic in terms of achieving sustainability. But how often it is that even as individuals, people forget that no one wants to be directed and manage all the time. People don't want to be puppets. Ignoring this principle will only lead to disappointments and frustrations. It is a sure way to failure.

4.3.3 Change of Trend in Collaboration

“After doing the first draft of the gospel of Mark I had to give it to our co-translator to check for language accuracy or naturalness. Then I had to ask at least three other language helpers to do comprehension check if they understand the translation. After going through the comprehension check, my German partner will then translate the gospel of Mark back into English. Then I have to re-check if her back translation is correct. After the back translation is checked we submit it to a translation

consultant and if the consultant finds any problem in our translation, he would usually give suggestions and we have to work on the problems and recheck again with native speakers. When everything is clear then we submit the translation to the consultant again



OLD STRATEGY

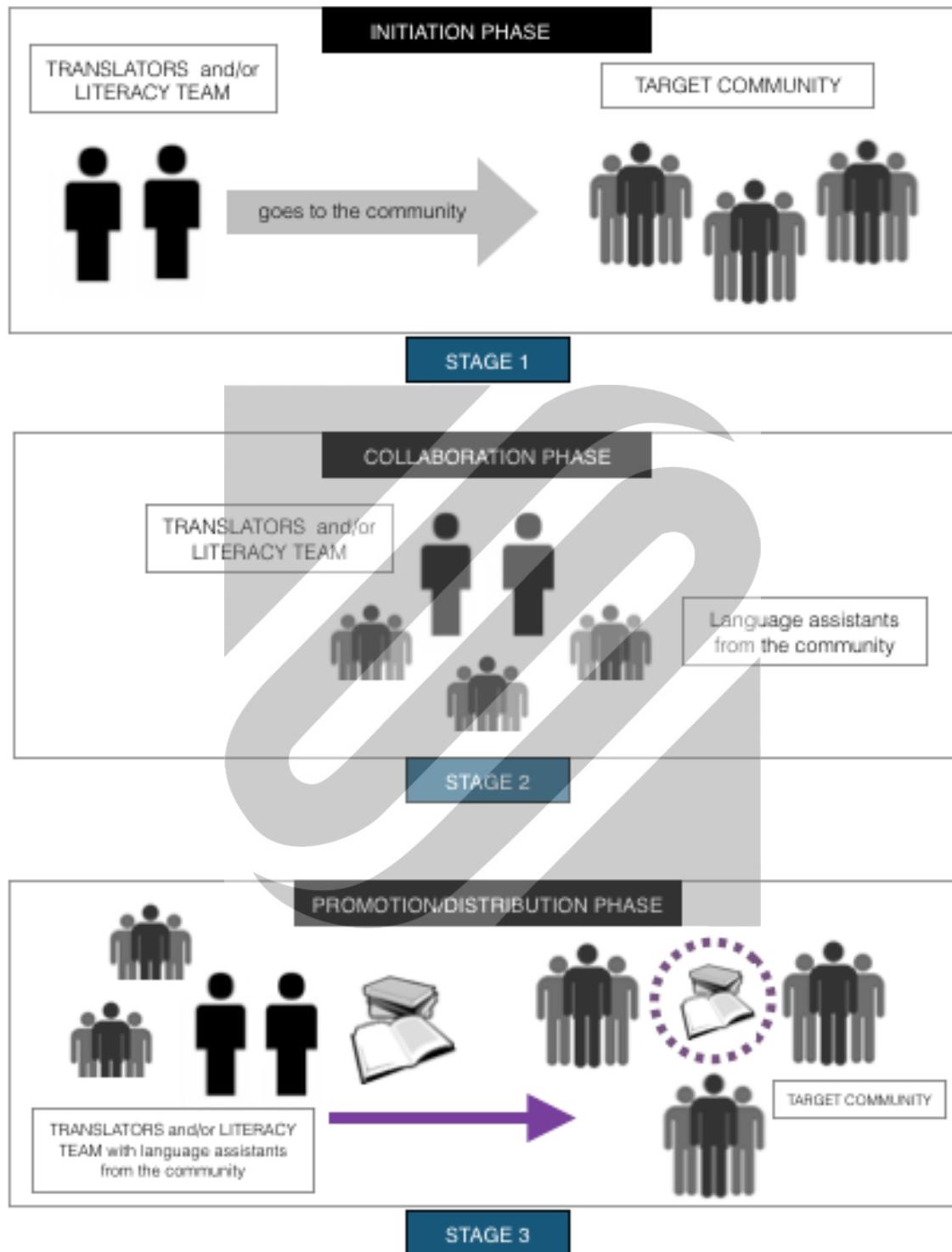


Figure 4.1 Old Strategy

before it is approved for publication. This is the process that we do in all books to check

COMPARISON BETWEEN OLD AND NEW STRATEGY

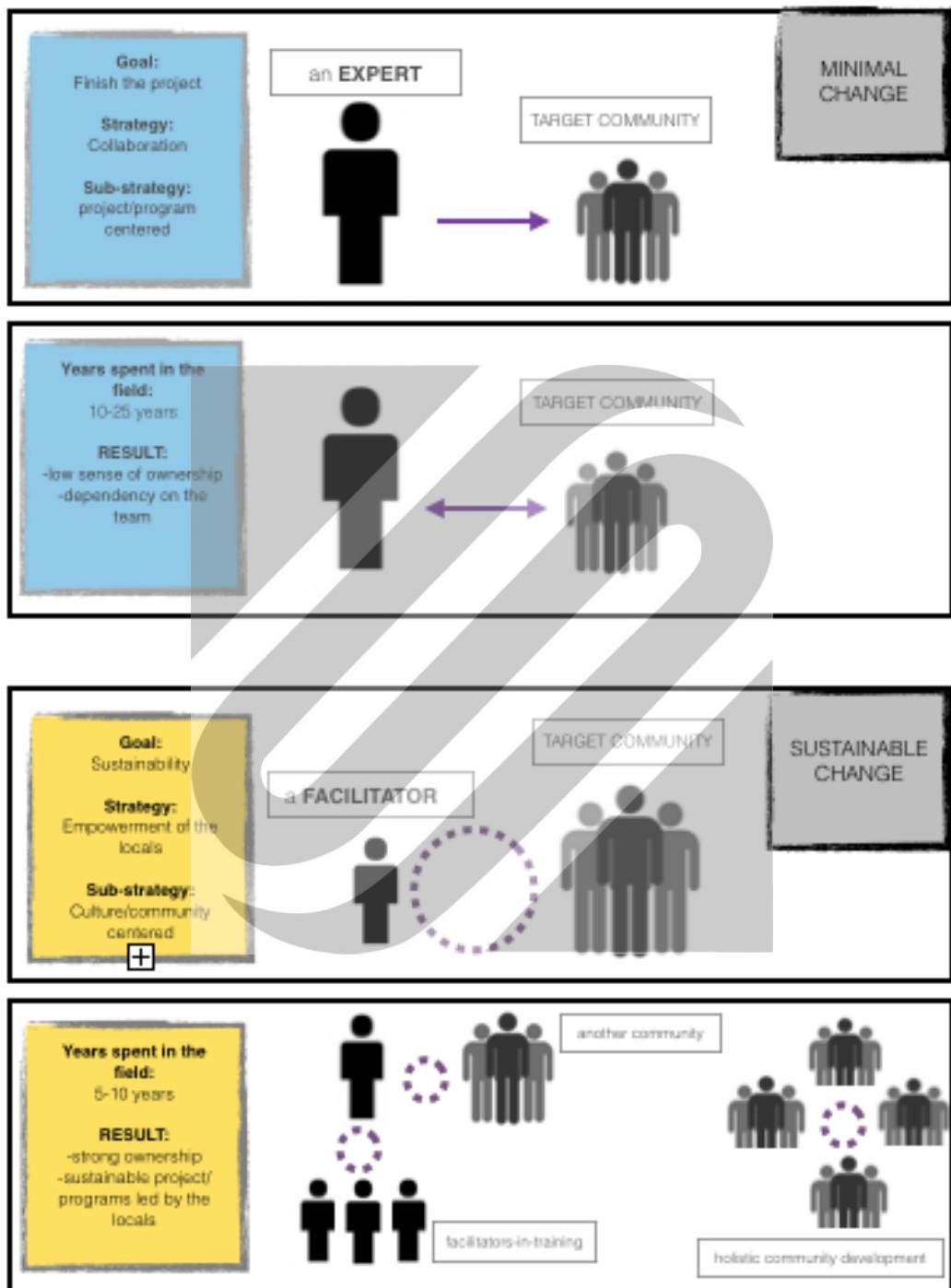


Figure 4.3 Comparison Between Old and New Strategy

FIGURE 4.4 NEW STRATEGY (CONT.)

for naturalness in the language, accuracy and fidelity to the original.”

_First Wave, female, 63, former translator

The third factor that contributes to generational gap is the change of collaboration trend with their partner organization. This factor is closely related to the previous factor discussed. From the above statement of a First Wave member, she recalls how she worked closely with her co-translator. During the 1970's to 1990's, Translators Association of the Philippines (TAP) work closely with their partner organization mostly on translation projects by having a member from each of them work in a project, doing the same work. But in the following years, it has shifted to a more expertise-based partnership.

In Figure 4.4, the change of collaboration trend shows dramatic impact on how they accomplish their mission with their partner organization. They exchange and share personnel from different domains or departments. For example, TAP needs help on publication, or other IT related things, the partner organization will provide a personnel to help them. One of the members said, *“Some computer programs change faster than our ability to comprehend them and use them maximally. The minute we somehow master one program, another update is sent that we have to learn again.”*

The change of collaboration trend has boosted two things: the working capacity of the members and the performance of the whole organization. Since it's more expertise-based, both organization produce well-equipped and skillful members who are highly-competent in their field of expertise. They work according to their specialization. Another member said, *“For clarity, naturalness and acceptability of translation, the participation of native speakers is a top priority. Since the Book we are translating belongs to the people, they should be the ones to have the final say on how it sounds, how it looks. Partnership between team members is also of utmost importance. Those skilled in exegesis focus on the accuracy of the text. I am more on the naturalness and clarity of the text. Sharing of tasks make the work easier and lighter and redundancy and overlapping is avoided.”*

Collaborations happen externally (partner organization/s) and also internally (different domains/departments and teams). As this organization learns from their

experiences in the past, and also benefit from the development of their members, more collaborations take place. It is not surprising that younger members are more active working with different projects. One of the reasons is they haven't invested much to a single project compared to older members.

Communications play is important to bridge the gap between this two generations. Older members are trying to cope up with many changes, that's why they need more understanding and support since they have been through a lot of experiences both in and out in the field. With their experience and expertise they are one of the biggest asset of the organization. Their wisdom and practical knowledge with high-tech skills of younger members will definitely elevate collaboration in a different level provided that they reach out to one another.

4.3.4 Comparing Knowledge Values: Field Experience versus Formal Training

The final factor that contribute to generational gap is the differences between the rich field experiences of older members versus the rich formal training of younger members. Younger members who are well trained formally tend to be more organize and progressive in their skill application and also spend more time in problem solving.

THE CHANGE OF TREND from 1950's - 2000's onward in TRANSLATION projects within TAP and its Partner Organization

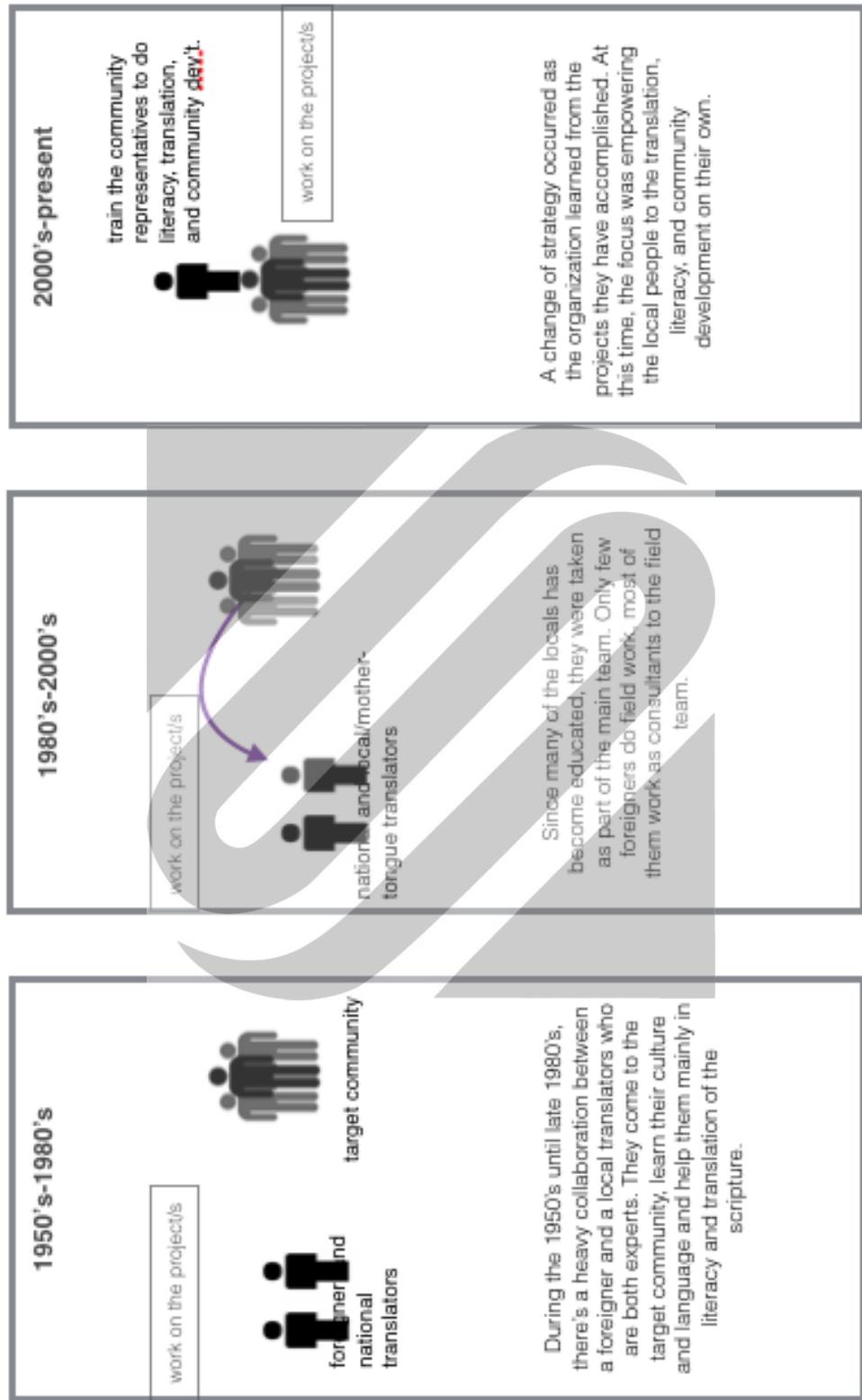


Figure 4.4 Change of Trend in Collaboration

They are more strategic in collaborating and can be very detailed and specific when

dealing with technical problems.

While older members who are rich in experiences tend work more as a team rather than individually, people base in resources and use creative skills a lot in problem solving. Both refine their skills on the process, eliminating the theories and practices that doesn't work in the field.

Table 4.5 Comparing Knowledge Values between Older and Younger Members

Older Members	Younger Members
Rich in experiences gained through hard work in the field.	Rich in formal training. Most has Masters in Linguistics.
Most were in the same projects for 15-30 years	Assigned in different projects
Values the knowledge/expertise that is practical and relevant to current and existing job/task	Expected to be in a project for 5-15 years
Focus on work related knowledge	Knowledge values are exploratory in nature
Tend to be more conservative and traditional	New trends and strategies at work
People base in resources (ask a lot of people when experiencing difficulties)	Technology base in resources (tries to figure out things before asking other people)
Has a deep emotional attachment with the team, their target community and their projects	Has lesser emotional attachment to their projects due to many possibilities like projects and collaborations with different teams.
Take pride on their rich experiences and deep understanding of the culture, application of strategies, and their accomplishments	Take pride on their educational attainment, new strategies, updated tools, and their variety of exposures in the field.

4.4 Motivations and Barriers in Knowledge Sharing

Translators Association of the Philippines (TAP) has a good knowledge sharing culture. It has a family oriented, style of organization. They don't really have a boss so to speak, and they refer to each other in a very informal way. They call the older members aunt, "Tita", "Kuya", "Ate" (polite reference to older people), and of course the younger are referred to their first name. Everybody is trying to help everyone make the tasks easier. The consultants are trying to find ways how to train new members and current members and keep them updated. Everybody seems to

understand the nature of their work and tries to balance between hard work and laid back lifestyle since the work itself is very demanding in terms of time and resources. This healthy organizational culture can be attributed to their shared values, beliefs and attitude.

There is one problem though with the integration of different domains or departments. Since they have changed their organizational structure a few years ago, there are some overlapping of work specially with Scripture Engagement (SE) and Language Education and Development (LEAD). One Second Wave member commented, *“There’s no integration within the different fields (domains), so sometimes it looks like they are competing with each other. Some members are not aware of what others are doing.”*

In general, most older members prefer storytelling as a means to share their knowledge. They sometimes jump from one topic to another. They tend to focus on what is important, and most of the time they like to recall how the process has impacted their life and work. Younger members on the other hand don’t talk as much as older members do because they don’t have a lot of field exposure yet. They can be very vocal with their ideas and opinions. Both of them are looking for venue for them to share their acquired knowledge. One of the barriers for knowledge sharing is low internet connection, since most of the members are working in remote areas. Also, funding and venue for knowledge sharing seems to slow down some initiatives. It takes individual initiatives and support from the leaders to make everyone updated with their projects.

Knowledge hoarding exist in organizations with unhealthy leadership and organizational culture. One of the problems the researcher found in this organization is there are important information that are not being shared throughout the organization, not because of knowledge hoarding, but because of lack of clarity in the knowledge sharing process in the organization. They have a good knowledge sharing culture but in terms of practices they have yet to find ways to improve it.

One of the existing KM practices outside the organization is Community of Practices especially among the Language Surveyors. Younger members and even the older members acknowledge the importance of having a mentor to help them process their learning in their target community.

Table 4.6 List of Individual Initiatives and its Domains

Knowledge Sharing Initiatives	Domain/Department
Community of Practice	Translation, Language Survey, LEAD
Mentorship	All domains
Collaboration with other organizations	All domains, a lot in LEAD and Training
Peer coaching	All domains, a lot in Translation

4.4.1 The Role of Leadership

Everybody has something to contribute in an organization, but more than anybody, people in the leadership, the dominant people in every department highly influence the flow, the distribution, and the honing of the knowledge sharing culture in the organization. There are problems and/or weaknesses that has to be address in order to improve the overall health of the organization. Things like leadership priorities, management issues, miscommunication due to the misuse of email, can frustrate the people in the organization, and could lead to a more damaging effect.

It is usual to see employes in profit organizations aspire for leadership, contrastingly, in this particular organization, the usual is quite the opposite. A First Wave member said, “*I see little aspiration or even competition within TAP culture even in younger generation because of big responsibility and demand of the work, but for those who aspire, it's because they want to see change.*” Probably this is one of the weakness TAP has to work on since leadership can either make or break their organization’s existing knowledge sharing culture.

4.4.2 The Power of Empowering People

Many businesses uphold the concept of empowering employees in the workplace to increase productivity. This strategy is also effective with nonprofit organizations. Working in the target community especially with the local people is very complex and risky. Many field workers literally live and mingle with them. They assimilate themselves to the culture by learning the language, adapting their culture and living with them for many years. Some of the field workers even found their life partners and raised their children in their target community.

Empowering the local people is not just about training. It transcends its purpose as a strategy because it is the only and sure way to a sustainable change. One of the long time member shared her ideas about this concept. A First Wave member tells how they empower people, *“Having a regular meeting with them, empowering them in their role as language assistants or translator helpers or whatever role they’re involved in our project, strengthening and encouraging them through bible study and prayer fellowship, getting their feedback, their felt needs, giving them capacity building so they too are being developed to become the people they want to be or lifting them up from where they are to what they can be, open communication, being transparent, humble and mentoring them and being a role model to them.”*

Aside from empowering people in their target community, TAP members also work closely with their team members. The following are their best practices.

Table 4.7 TAP’s Best Practices

At Work	In Training
setting goals together	Hands-on, apprentice style
open communication	training with a mentor along side
sharing knowledge in a “less technical way”	group class and adult teaching style
empowering local people	practice with a partner, buddy style
regular meeting with the team	mentoring, role model
open communication, transparency, humble	

At Work	In Training
constant feedback	

4.4.3 Unity in Diversity

The strength of TAP lies in its people who are unified in one vision. They not are not only unified by the organization's vision but also in values, attitudes, and beliefs. Their commitment is an epitome of the idea of unity in diversity. For most people, it is the "cause" that motivates them to endure a life-long commitment in a particular organization, but for the people of TAP and other faith organizations, that cause is what they call a 'calling'. One member said, "*TAP personnel came from different backgrounds, we come here and bring our cultures embedded within us. The strength of TAP lies on its commitment to a unified belief and vision. Our people is our best asset. We work with different communities, exposed to different dialects or languages, and we all know that culture is dynamic. It is evolving and it changes gradually. TAP has its own culture, and its culture has evolved as well and we have to acknowledge the change and blend with the change.*"

Continuing on with the idea of unity and diversity, the researcher took the opportunity to ask the members to share their own ideas about TAP (see Table 4.8).

Table 4.8 TAP Members Evaluating their Organization

TAP members evaluating their organization	
Strengths	- "trusting environment" - commitment - long history in the field and achievements they can be proud of
Weaknesses	- some members are not complying with the regulations
Initiatives	LEAD, training, MTB-MLE, CoP
Challenges	funding, finding a venue to share expertise within the organization some training are limited to some individuals because of budget constraints
Issues	leadership,
Barriers	technology, access to the internet, lack of communication

TAP members evaluating their organization

Motivation	achieving the vision together
Needs	-counselors, a lot of members have personal baggages
Observations on knowledge sharing practices at TAP	<ul style="list-style-type: none">-there are restricted knowledge limited to a certain individuals, but most are for general consumptions, the challenge is how to address and communicate the to the whole organization to dismiss and minimize gossip and miscommunication-some personnel have miscommunications/misreporting about their project-tension between email exchanges “reply-to-all” is not necessary sometimes
Best Practices	<ul style="list-style-type: none">-meeting with stakeholders and empowering local people for sustainability-partnership with team members (sharing task and focus on expertise e.g accuracy vs. naturalness, to avoid overlapping and redundancy)-assigning experienced mentors to young personnel (training and mentoring)-innovation and courage to pursue change-placing high value on spirituality and Christian character, it build trust and credibility-good relationship with the team(open communication)
Recommendation for knowledge sharing	<ul style="list-style-type: none">-more team building-consultant training-more activities together like social events (share problems, praying, singing, exercising, bonding together)-clear Guidelines and Policies, manuals of operation, clear org chart (flow of knowledge is clarified, minimize redundancy and overlapping work)-Integration session-continuous assessment of projects-Info Hub and TAP library-sharing of approaches and discoveries from different projects

TAP members evaluating their organization

Leadership

- a lot of expectations towards the management
- they are important to intervene when there's miscommunications or problems
- a change of leadership can also mean change of priorities of projects



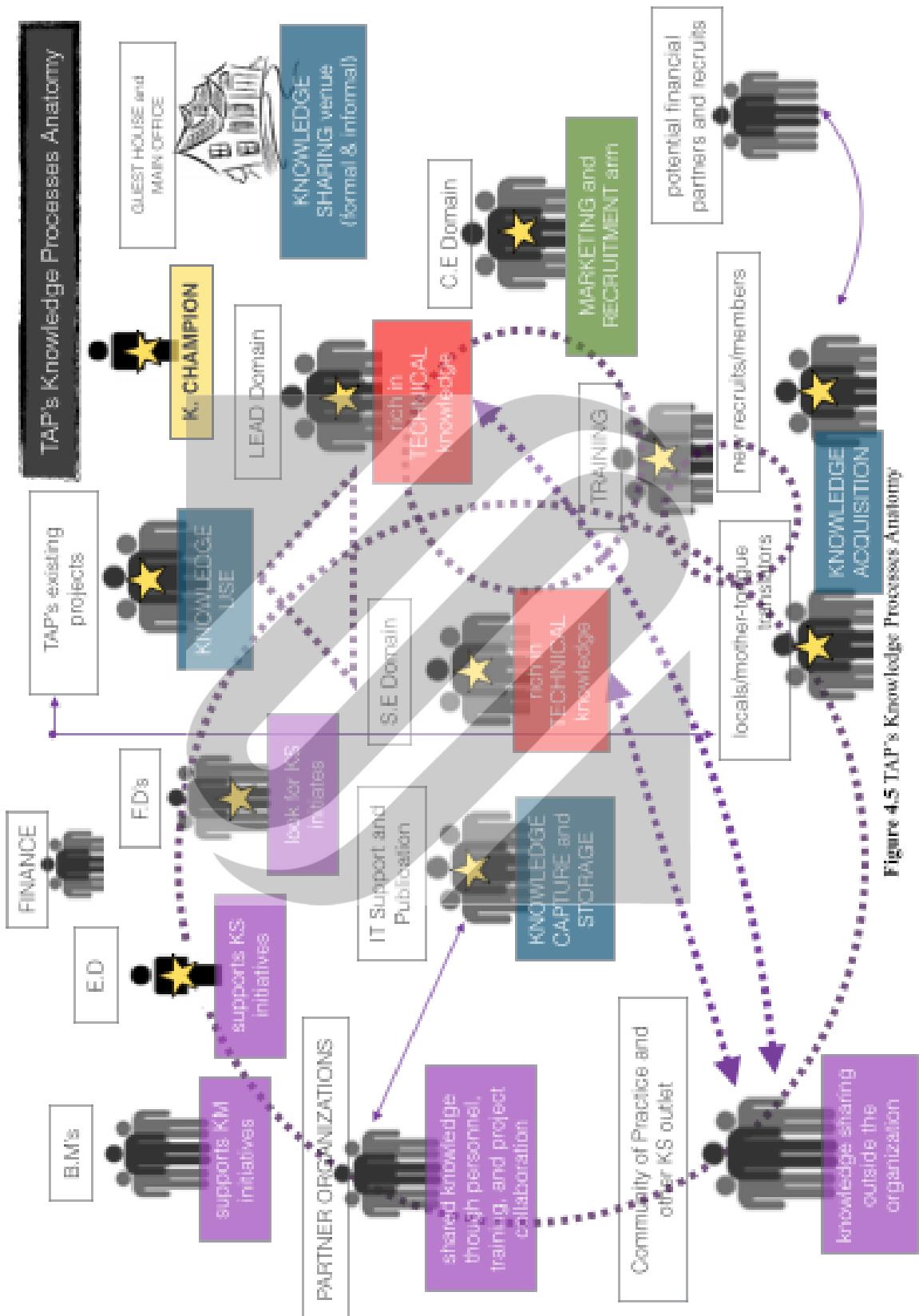


Figure 4.5 TAP's Knowledge Progression Anatomy

CHAPTER 5

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this chapter is to give a summary of the whole study by restating the research question, research methodology and significant findings. Also included are recommendations to improve different knowledge processes. Different recommendations include a) general recommendations b) leadership recommendations c) knowledge capture recommendations. Finally, sample of knowledge capture, limitations of the study and suggestions conclude this chapter.

5.1 Overview of Significant Findings

This study explored the dynamic interaction between older and younger members, and delved on the two major knowledge processes such as knowledge sharing and acquisition. A qualitative method was employed using interviews and review of their archival documents as the two main sources of data. The major findings are the four primary factors that contributes to the generational gap:

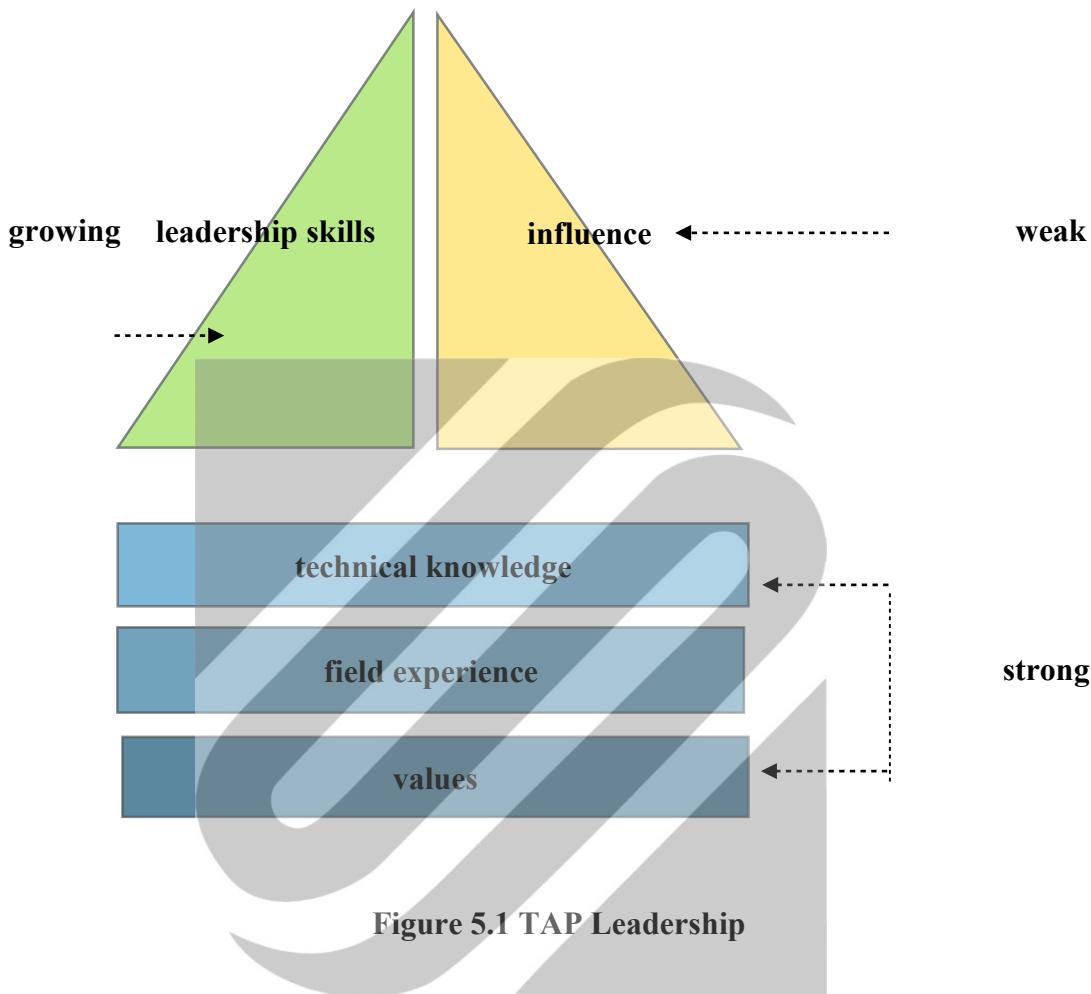
- 1. technological advancement**
- 2. change of organizational strategy**
- 3. change of trend in collaboration**
- 4. differences between formal training and field exposure**

Different characteristics of the First to Fourth Waves were described along with the comparison of their preferences on knowledge acquisition and knowledge sharing, and etc. Barriers on knowledge sharing is related to lack of IT skills and low internet connection. Finally, the role of leadership, individual initiatives and the cultural diversity of the organization showed a positive influence in creating a healthy knowledge sharing organizational culture.

5.2 Recommendations for Knowledge Management

- 1. Succession plans- improve the succession process. a clear passing of baton process.**
A dialogue within the leadership circle about priorities, long term plans and continuity of projects.
- 2. Periodic assessment of projects- evaluate current procedures/approaches if effective, and to know what training are needed. What should be done and what should stop.**
- 3. Nurture knowledge sharing through workplace democracy that encourages:**
 - Self-Reflection**
 - Collective Development**
 - Individual Opportunity**
- 3. Integration Sessions between the different domains, to minimize overlapping and redundancy. Integrated sessions between:**
 - Language Education and Development (LEAD)**
 - Scripture Engagement (SE)**
 - Church Engagement (CE)**
- 4. Leadership intervention on email exchanges ethics (when to use “reply all”)**
- 5. Encourage and support knowledge sharing and knowledge capture practices. Have an informal talk within TAP regarding their personal initiatives. A “slow-cook” style, leadership don’t have to be reactive, keep it boiling until something good happen.**
- 6. In-house training (language documentation, biblical languages) finding a venue for the members to share their expertise within and outside the organization.**
- 7. PHYSICAL improvements. Accessibility to the information.**
 - a) Manual of operation b) Clear guidelines and policies c) Clear organizational chart**
- 8. On recruitment: follow-up implementation on new entry points and find ways how to accommodate their needs, how to recruit them, and how to utilize different generations skills.**

5.3 Recommendations and Evaluation on TAP Leadership



All of TAP executive directors are veteran field workers. They have rich experiences, have strong values, and wide technical knowledge in their area of expertise. The leadership skills of elected executive directors grew through the whole duration of their leadership time frame. Their circle of influence is relatively weak. As much as we value field experience in building our qualification to lead, yet one of its downfall is that people who are rich in experience tend to work more in the field even when promoted to leadership. Leadership influence is determined through the implementation of changes, strategies, and existing practices in the organization.

Proper training and transition helps potential leaders to prepare themselves well even before they assume their responsibility. The transition part is one of the most critical moment, guidance from the past leadership is of great value. A lot of organizations suffer in leadership incompetency. In this section, we will discuss how a systematic knowledge sharing will help the existing leadership or management team prepare the incoming leaders.

Leaders wear a lot of hats. They are in the best position to intervene, implement change, support initiatives, determine priorities, and even change the whole strategy of the organization. Leaders are expected to have technical skills and leadership skills. TAP leaders as mentioned earlier has rich technical skills but they have to work and improve their leadership skills. This skill is a complex set of skills and its effectiveness are highly influenced by the personality and and personal strategy of an individual.

A good leader ask the right questions. “How do we pass leadership knowledge, strategies and techniques to the next leaders?” This is a question about strategic leadership succession plan. Second, “What are the effective ways to prepare and train them for leadership?” This is a question about the effective processes apprentice leaders should go through. These processes are mostly done informally which involves mentorship, demonstration, and guided training. The late Steve Job, the famous CEO of Apple once said “The people who are doing the work are the moving force behind the Macintosh. My job is to create a space for them, to clear out the rest of the organization and keep it at bay.” Finally, leadership requires understanding of the whole organization from different vantage points. Understanding the leadership, organizational structure, systems, policies, organizational culture which involves both formal and informal processes, as well as the dynamics of relationships and interactions within the members of the organization. Change of leadership is detrimental because it entails change of priorities as well and even change on strategies and can give a domino effect in the whole organization.

5.4 A Sample: Capturing Knowledge

One of the TAP members observed, *“This organization has a long history in the field of translation and they have achieved a lot. I always get excited, inspired and challenged every time I listen to veteran field workers share their personal stories. I think what is lacking is TAP members forget to capture their own personal stories, maybe because they are busy or maybe they just don’t see its value and its effect on people.”* Here is a sample of a reflection of a second wave TAP member. The richness of her experience and the application of the strategies she learned are reflected in her story.

FROM A FIELD PERSPECTIVE: Facilitating the Change
(ideas summarized and paraphrased)

From the project I was involved for almost 20 years, I learned a lot about the power of empowering people. The indigenous people that I work with has a culture unique on its own like any other indigenous culture. And through the years that I lived and worked with them I realized many things about strategies that didn’t work and strategies that work, things that are applicable and appropriate to this culture. A colleague and a personal friend of mine told me once, “You need to be a learner”. Yes, I need to be a learner of their culture because it’s not my culture that I am imposing to them, but developing their own culture. I come to realize that every culture has its own beauty and sometimes it takes an outsider for the people to realize their unique beauty. You see, I am like a triangle going to a community of rectangles. We are different. And I am not there to make them triangles, but instead help them to be the best rectangle they can be.

One way of empowering people is giving them a “sense of ownership”. And you can’t do that with a dictatorial style of leadership, remember you are an outsider. It is also a strategy for sustainability. You have to start with that goal in mind. Once they have captured the vision and owned it themselves, then you have to find ways to boost the morale of the people you work with by recognizing their special gifts or skills.

Give your people not just a sense of ownership, but also a sense of autonomy. They should know that they can be creative as they can be to achieve the goals or accomplish a specific project. One of the ways to find their gifts is to see where they are good at, and also to know the things they enjoy doing. When people like what they are doing, the people around them sees it, and they grow to love each others work, they become multi-skilled. You need to set your standards not too low for them to be demotivated and become lax, but also not too high for them not to breathe, but just right for them to grow. And this principle is also true when you reverse it, like when you suppress others potential and you put them in the wrong places, their unlocked potential dies with them as well.

I see TAP as a multi-shaped organization. It is because we came from different backgrounds, we come here and bring our cultures embedded within us. The strength of TAP lies on its commitment to a unified belief and vision. Our people is our best asset. We work with different communities, exposed to different dialects or languages, and we all know that culture is dynamic. It is evolving. And it changes gradually. And TAP has its own culture, and its culture has evolved as well. And we have to acknowledge the change and blend with the change.

The kind of mission or ‘cause’ and the quality of the members of a nonprofit organizations are reflected on the kind of projects they accomplish. Their motivation to do the job is anchored on intangible values. The workers are volunteers yet they are not just ordinary volunteers, they are professionals coming from different backgrounds who came together to help accomplish a noble cause, with their massive commitment, yet with so little funding to make themselves financially stable. This is one of the differences between a nonprofit and a profit organization.

As seen on TAP’s Knowledge Processes Anatomy (Figure 4.5, p. 58), Table 5.1 contains the recommendations to capture the knowledge especially in LEAD (Language Education and Development) and Scripture Engagement domain.

Table 5.1 Recommendations for TAP's Knowledge Capture

Knowledge Capture	Diary/Journal	Videos	Website
What	<p>Consultants' journal/diary Translators' journal/diary Literacy journal/diary Com Dev journal/diary</p> <p>(Language survey, language documentation, Biblical languages, etc journal/diary)</p>	<ol style="list-style-type: none"> 1. Training videos from different domains 2. Testimony/Stories (similar to journal) personal stories is focused on the personal lessons and also applied strategies -Project stories (documenting the process) 3. Intro to TAP videos 	<p>Contains the important facts about TAP for public consumption such as :</p> <ul style="list-style-type: none"> -vision and mission -ITAP members profile and overview -domains information -current projects -announcements -ways to get involve -videos
Rationale	<p>Capturing the great personal stories of members who worked in the field for many years.</p> <p>To encourage the younger members to develop a system or a habit of sharing their experiences through written journals.</p>	<p>Capturing important lessons that could be used as introduction to training. Could be shared virtually anywhere.</p> <p>It will minimize routine/basic instruction and the focus will be on the discussion and application. Students are well prepared prior to training proper.</p>	<p>Making TAP's vision and mission known worldwide</p> <p>Offering the public different entry points for partnership</p>
How	<p>Start small by sharing the rationale to the members.</p> <p>One personnel who would want to work on this project and compile it.</p>	<p>A trainer or a storyteller who will do both the manuscript and presentation.</p> <p>A videographer and video editor.</p>	<p>Get a personnel/team to setup and maintain a website</p> <p>Setting up: involves important information for public consumption</p>
Use/Purpose	<p>primarily for public consumption such as</p> <ul style="list-style-type: none"> -TAP members -trainees and students -public 	<p>Training videos for basic training</p> <p>Stories and Testimonies are for public consumption</p>	<p>for getting updates and announcements</p> <p>for promotions and recruitment</p>
People Involve	<p>The writers (both older and younger members, both in the field and office)</p> <p>A compiler</p>	<p>The presenter/trainer/storyteller/s</p> <p>Videographer, Video Editor</p>	<p>IT person/team to set-up and maintain</p> <p>Domain representatives to give information</p>

5.5 Summary

In summary, the generational gap between the older and younger members were caused by the flowing factors: technological advancement, change of organizational strategy, change of trend in collaboration, and differences between experience knowledge and formal education. Also, leadership and individual initiates play a vital role in maintaining a healthy knowledge sharing culture in the organization. This study which combines both in-depth and breathe study will give more evidences to the existing theories about organizational culture and the principles of knowledge management.

5.6 Limitations of the Study

A few limitations in the study include possible errors on transcription due to translation. Most interviews were not conducted in English and so the researcher has to translate the transcription. There's time constraints with some members who didn't make it to the interview because of their hectic schedule. It also caused a seeming imbalance with the respondents as more older members were represented compared to younger members. Finally, since this research is only a single case study therefore generalizations cannot be drawn from the studies.

5.7 Suggestions for Future Research

Here are the following suggestions for future research:

2. comparative research between a nonprofit and profit organization in terms of knowledge sharing
3. comparative research between different nonprofit organizations within Southeast Asia
4. comparative research between NPOs in Southeast Asia and west-base NPOs
5. exploratory research on how leadership affects knowledge sharing in NPOs
6. exploratory research on the personal initiatives of individual NPO employees and how it is being accommodated in the organization

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APPENDIX A
HISTORY OF TAP

HISTORY OF TAP

The Making of TAP by Prescilla Ramiscal-Elgincolin (1983)

I. The Filipino translators under SIL (1971-1974)

In the past, there were no Scripture translated into the minor Philippine languages. Then SIL came to the Philippines with the desire to do linguistic research and to translate the scriptures into the minor languages. They also looked for capable Filipinos whom they could train for the same task. In 1971, they held the first SIL Training for Filipinos headed by Mr. G. Richard Roe. One of the students of that first course Rudy Barlaan, now a member of SIL. The second linguistic course was held in 1972. More Filipinos attended this year including Helen Madrid and myself.

Several of us were accepted to work with SIL and were assigned to different language projects with SIL partners. We were under the supervision of the SIL Directors but not as members of SIL. From SIL we learned how to handle a language project. We experienced cross-cultural difficulties, not only in our field projects, but also in relating to those in authority over us. There was also a tendency to rely on SIL to look for our financial support.

II. Filipino translators under TCP (1974-1982)

By 1974, about 14 Filipinos had already been assigned to various projects. SIL realized our need to have a Filipino organization. They contacted influential and capable people in the Christian community to organize a committee that would be responsible for Filipinos working in Bible translation for minority groups in the Philippines. Thus, TCP was formed.

The immediate purpose of founding this Filipino organization was for field workers to have a Filipino administration to relate, and to have SSS and Medicare privileges. Other goals were for us to raise our own support, recruit more Filipinos, make our own policies, and develop leadership in the various technical aspects of our work (translation, literacy, linguistics, and community development). And the main goal was to establish an independent organization which would be able to carry on the work of Bible translation into the minority languages and work as partners with SIL in the technical area.

Some of these goals were realized, other were not. Having Filipinos in administration was helpful for field workers, especially in personal matters, because we have the same cultural background. Some members of the committee even visited the field projects to get a first-hand view of the work.

When they realized that the supervision of the field members took more time than they were able to give individually, they appointed Rev. Danny Arciaga as our first Director, who would be responsible for us and to whom we could report. But in the technical area of our work, we were still dependent upon SIL. Neither our director nor the committee members could help us with work-related questions. And there were no plans for developing technical leadership among us to make us independent from SIL. The field workers had no way of influencing the committee's decisions from a field perspective. During the first conference for Filipino translators, we were told that the structure of the committee could not be changed to give us field workers a representation in the committee. Therefore, we decided to form our own organization.

III. The Translators Association of the Philippines- TAP (1983-present)

With 17 members in 1983, TAP was incorporated by the Securities and Exchange Commission (SEC) as a religious, non-profit, non-stock organization. Rev. Ted Abadiano, Jr. became our first elected Executive Director (ED) and I was appointed to assist him as Administrative Officer. A supervisory board was established which consisted of five representatives from the Christian community plus three field members, representing the North, the South, and the Central regions of the Philippines with the TAP ED as ex-officio member. To start, an office was set-up in a rented facility.

Being independent, we saw the necessity of training leaders and experts in the different aspects of our field work. Our members were trained as understudies by SIL consultants and administrators. Thus, in 1986, three assistant field directors were appointed, one in each of the three working areas in the Philippines as understudies

to SIL field directors. More and more TAP members are being trained as consultants. We still attend SIL workshops which are helpful for our fieldwork, but in some areas we have already conducted several workshops on our own. Thus our goal and functioning as an independent organization is now realized.



APPENDIX B

VISION AND MISSION STATEMENT



VISION AND MISSION STATEMENT

VISION STATEMENT

TAP envisions... “A transformed world through the translated Word.”

God’s mission is to transform the world through Jesus Christ. Transformation is the work of God through the Son and Holy Spirit and we respond in faith and obedience. God envisions a new heaven and a new earth where everything becomes

new (Rev. 21, 22). Our present world seems to be getting worst each day, but history proves that transformation occurred when Jesus Christ was preached and His Word was accepted by the communities and its people.

MISSION STATEMENT

TAP is a faith-based organization (identity) committed to advance holistic transformation (main purpose) by:

- 1. Engaging the Church for global mission**
- 2. Training, equipping and sending cross-cultural and local language development facilitators and workers**
- 3. Promoting Scripture engagement and facilitating sustainable community and language development.**

Shorter Version of TAP's Vision and Mission Statements (Motto or Maxim):

Transform the world. Translate the Word.

Transformation is God's working. This is His mission and we join Him and respond to Him by translating the Word. Translating does not refer only to translating the Word but it also involves incarnation of the Word.

APPENDIX C

TAP'S CORE VALUES

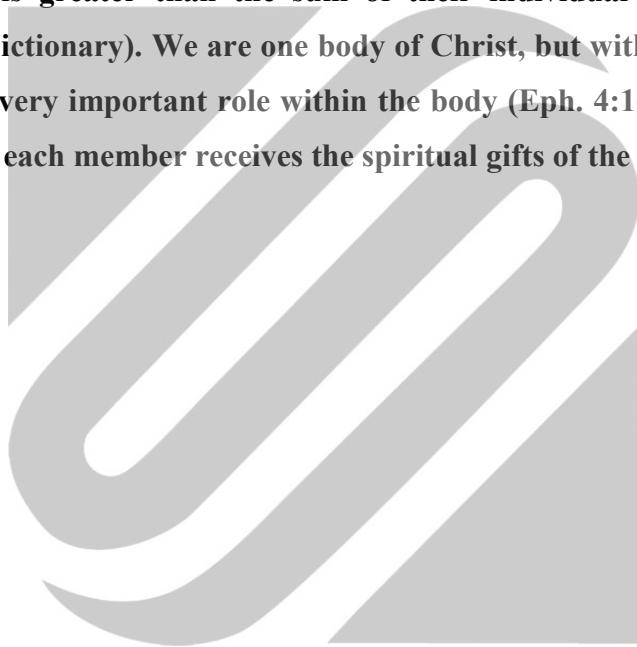


TAP leaders and members exemplify and embody our organizational core values in the following ways:

2. **Trusting God (Prov. 3:3-5; Phil. 4:19).** We believe that God is trustworthy. We can trust Him and His Promises in all circumstances, needs and endeavors.
3. **Advancing holistic transformation (Romans 12:1-2).** We believe that God's main agenda is to transform the world (2 Cor.5:17, Romans 8:18-25) through Jesus

Christ and the Holy Spirit (Romans 12:2) and the church is God's agent to effect authentic change in the communities (Matt.28:18-20, Eph. 3:10)

4. **Power of God's Word (Hebrews 4:12).** We believe that the Word of God is powerful than the two-edge sword. Once it is heard, read, examined, understood and applied it effect change in the lives of people and communities.
5. **Synergy of like-minded communities (1 Cor. 12:12-20).** Synergy means the working together of two or more people, organizations, or things, especially when the result is greater than the sum of their individual effects or capabilities (Encarta Dictionary). We are one body of Christ, but with many parts and each part plays very important role within the body (Eph. 4:16). We are the body of Christ and each member receives the spiritual gifts of the same Spirit.



APPENDIX D

TAP'S KEY OBJECTIVES



1. Adequate Scriptures

To help communities have adequate Scriptures in appropriate formats in response to their diversified needs.

2. Language Development

- a. To support/assist ethnolinguistic communities achieve their pre-determined language development goals.**
- b. To support government and other development actors as they work with ethnolinguistic communities.**

3. Recruitment strategies

To strengthen current approaches and develop innovative recruitment strategies.

4. Capacity Building

To enhance innovative training programs and strategies with accrediting institutions for cross-cultural and local facilitators and workers for sustainable language development.

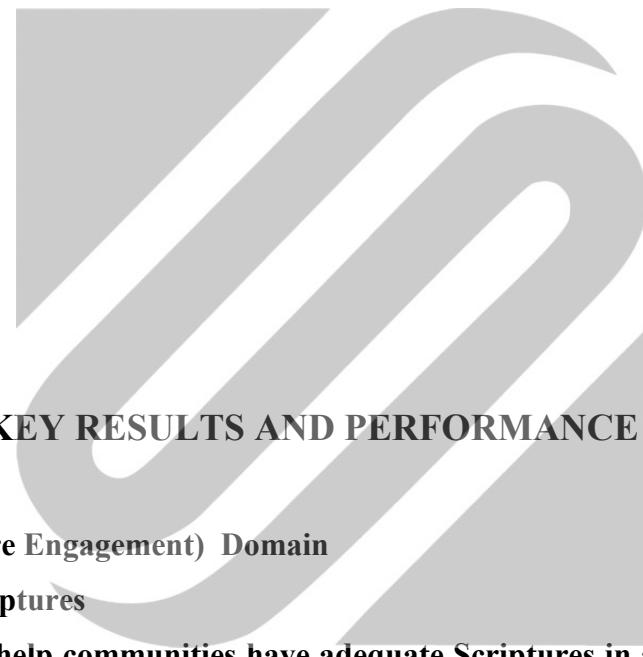
5. Partnership

To strengthen TAP's partnership with denominations and churches in sending missionaries for language development and community transformation.

6. National Funding

To broaden TAP's local-based support of at least 25% by 2025 by expanding the means and ways of tapping resources for personnel project support and admin support.

TAP's KEY RESULTS AND PERFORMANCE INDICATORS



TAP's KEY RESULTS AND PERFORMANCE INDICATORS

1. SE(Scripture Engagement) Domain

Adequate Scriptures

To help communities have adequate Scriptures in appropriate formats in response to their diversified needs.

Key Result Area #1: Adequate Scripture and Scripture related materials in appropriate formats.

Performance indicators:

- 1. At least two communities in existing TAP language projects have determined/assessed their need for non-print Scripture format or need revision.**

2. Conducted SE awareness seminar workshop using Wayne Dye's tool in at least three communities in existing TAP language projects.
3. Assessed communities who indicated a need for non-print Scripture format or revision have already work in progress.

Key Result Area # 2: Capacity Building of Scripture Engagement workers and personnel

Performance indicators:

1. At least four TAP CITs have become full-fledged translation consultants and are now mentoring three CITs.
2. At least seven mother tongue translators have undergone enhanced training on translation, and exegesis.
3. At least three TAP SE workers have been trained on SE and are now mentoring three local volunteers from the community on Scripture Engagement areas such as : Ethnoarts, Vernacular Media, and Oral Storying.

Key Result Area #3: Distribution and dissemination of print and non-print Scripture and Scripture-related materials

Performance indicators:

1. Assessment of distribution system and processes existing in the TAP translation projects.
2. Networking and establishment of distribution centers in the communities in the existing TAP translation projects based on assessment findings.

2. LEAD Domain

Language Development

a. To support/assist ethnolinguistic communities achieve their pre-determined language development goals.

b. To support government and other development actors as they work with ethnolinguistic communities.

Key Result Area # 1: Advocate for language, education and development non-conflicting government policies and programs that address the essential issues of ethnolinguistic communities.

Performance indicator:

- 1. Enhanced partnership with DepEd in the implementation of MTB-MLE and Alternative Learning Systems.**
- 2. Written MOA with NCIP for partnership in assisting the ethnolinguistic communities achieve their language development goals.**
- 3. At least three ethnolinguistic communities are linked to resources so they can establish their partnership in pursuing their goals.**

Key Result Area # 2: Assessment of language developments needs of ethnolinguistic communities and reassessment of existing projects.

Performance indicator:

- 1. At least three new ethnolinguistic communities are assessed.**
- 2. At least three existing projects (Central Subanen, Northern Subanon, Ata Manobo) are reassessed.**

Key Result Area # 3: Provide technical assistance to personnel and ethnolinguistic communities.

Performance indicator:

- 1. At least ten personnel are equipped to facilitate participatory assessment in existing language projects.**
- 2. At least two new ethnolinguistic communities are equipped to develop their orthography and produce materials in their language.**

3. CE(Church Engagement) DOMAIN

1. PARTNERSHIP

Key Objective: To strengthen TAP's partnership with denominations and churches in sending missionaries for language development and community transformation.

Key Results Area #1 – STRENGTHEN PARTNERSHIP

Supporting Goal: To serve and bless the Body of Christ as partners in fulfilling the Mission of God.

Performance Indicators:

1. Local churches and denominations shall have a broader understanding of transforming the world thru translating the Word.
2. A growing number of churches & denominations shall have become advocates for Bible Translation work and ministry.

Key Results Area #2 – SENDING MISSIONARIES

Supporting Goal: To facilitate sending of missionaries by engaging churches and denominations.

Performance Indicators:

1. An increasing number of churches and denominations are consistently sending their members for training in missions and deployment.
2. TAP will have been considered at the forefront of sending missionaries with specialized ministry in language and community development.

2. RECRUITMENT

Key Objective: To strengthen current approaches and develop innovative recruitment strategies.

Key Results Area #3 – STRENGTHEN CURRENT APPROACHES

Supporting Goal : To strengthen current approaches such as ministerial presentation to churches, seminaries and Christian schools and campuses.

Performance Indicators:

1. An increasing number of churches, denominations and educational theological institutions shall have given us opportunities for ministry presentation.
2. An increasing number of Christian groups shall have responded to the challenges of Kairos mission courses.

Key Results Area #4 – DEVELOP INNOVATIVE RECRUITMENT STRATEGIES

Supporting Goal: To develop innovative recruitment strategies such as engaging TAP Associates and allowing others to serve even in a non-member capacity

Performance Indicators:

1. A growing number of individuals shall have become advocates of the ministry of Bible Translation as TAP Associate members.
2. Volunteers start to flock in serving as volunteers in a non-member capacity.

4. TRAINING DOMAIN

Capacity Building

To enhance innovative training programs and strategies with accrediting institutions for cross-cultural and local facilitators and workers for sustainable language development.

Key Result Area # 1: To coordinate academic and field trainings in partnership with other domains and development actors.

Performance indicators:

1. A curriculum for academic training is in place and implemented in partnership with an accredited institution.
2. One hundred percent of non-field members and volunteers have undergone field exposure for at least one week at any existing language project.

3. One hundred percent of the new members who intend to assist ethnolinguistic communities have undergone appropriate academic training in an accredited institution.

Key Result Area # 2: Coordinated internal and external LEAD movements and technical assistance to personnel and ethnolinguistic communities.

Performance indicators:

1. TAP yearly calendar of activities are scheduled and published on Insite.
2. One hundred percent of the existing personnel have been enhanced to facilitate language development undertakings.
3. A growing number of identified local facilitators are provided with technical/academic trainings and linked to accredited institution if necessary.

5. ADMIN DOMAIN

1. National Funding

To broaden TAP's local-based support of at least 25% by 2025 by expanding the means and ways of tapping resources for personnel, project and admin support.

- 1) Personnel Support – increased by 25% the local fund support for TAP personnel by 2025**

PERFORMANCE INDICATORS	2013	2016	2020	2025
a. Increased local church support	10%	15%	20%	25%
b. Increased organizations support	10%	15%	20%	25%
c. Increased individuals support		10%	15%	20%

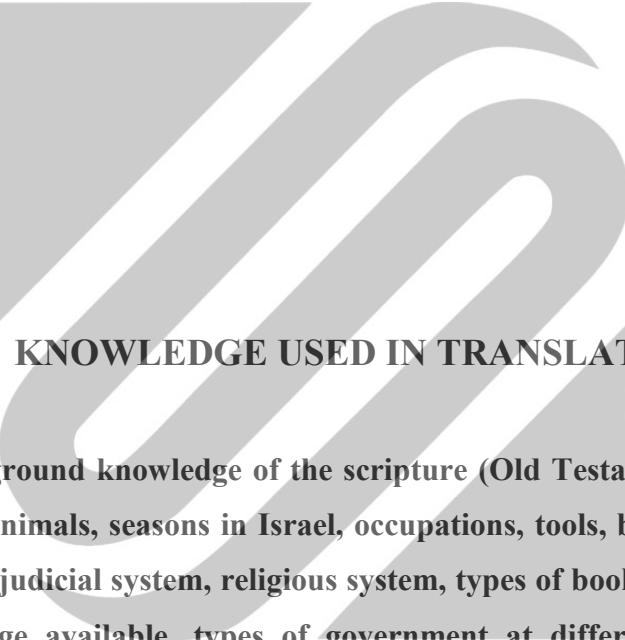
2) Project Support – increased by 25% the local fund support for TAP project

PERFORMANCE INDICATORS	2013	2015	2020	2025
a. Increased local church support	10%	15%	20%	25%
b. Increased organizations support	10%	15%	20%	25%
c. Increased individuals support		10%	15%	20%

3) Admin Support



APPENDIX F
KNOWLEDGE USED IN TRANSLATION



KNOWLEDGE USED IN TRANSLATION

1. Background knowledge of the scripture (Old Testament: Jewish customs, plants, animals, seasons in Israel, occupations, tools, beliefs, fears (enemies), culture: judicial system, religious system, types of books and other sources of knowledge available, types of government at different times from tribal chiefdoms to judges as rulers to kings, etc.; New Testament: in what areas where they independent, in what areas suppressed, what different languages did they speak, which languages had more prestige, how did one become a rabbi, a priest, a member of the Sanhedrin, what steps of passage were necessary for a child to become a grown-up, what were the role differences between men and women, how were foreigners regarded and treated, what was the opinion upon mixed marriages, etc.).

2. Knowledge of the original language(s) of the manuscript to be translated, grammar particularities esp. tenses, modes, aspects; special key terms, discourse features, irony, emphasis, persuasiveness, etc.

3. Knowledge of the translation process (exegesis, first draft, getting input by native speakers (if one does the draft oneself otherwise by someone else), checking first draft by partner (also an outsider of culture but because of having had to learn the language and culture from the outside sometimes able to see things a native speaker would not notice), revising draft, checking draft through at least two village people not involved in the translation process, revising, making back translation into English for outside consultant, consultant check with another native speaker (consultant asks questions in English which are translated by translator and then the answer is again translated back into English by the translator), checking what terms different denominations are using and adjusting translation to that, researching dialect differences and making adjustments.

4. Knowledge of the environment: geographical area, the people, the government and the officials on the different levels (barrio, village, town, province and even national), the religious institutions and their leaders and members, the occupations and wealth/poverty level, trends for change, changes in the past, influences from the past (Spanish, American), etc.

5. Knowledge of the culture and values of the people group, esp. religious beliefs, superstitions, attitudes and beliefs about death, festivals and their significance, cultural values, songs and poems, attitude towards outsiders, towards other religions, towards change in general.

6. Psychological knowledge to be able to relate to people well, be an encourager, get people to do the things that need to be done, to be able to understand interpersonal problems and personal weaknesses and find solutions, get people excited about having a NT in their own language, etc.



APPENDIX G
RESEARCHER'S JOURNAL SAMPLE



RESEARCHER'S JOURNAL SAMPLE

On Interviewing

I learned to be flexible during my data collection processes. Originally, I want to have a face-to-face interview with the respondents via Skype, or other chat room, but then I realized during my first interview that it won't work at all since most of them are either busy and/or in a remote place where they don't have access in the internet. So I decided to do interview through email. But then, I was disappointed about the responses I got. Most of them if not all are saying the same thing. Could there be no distinct differences between older and younger members? Or am I asking the wrong questions? So to clear things up, I decided to fly to the Philippines, went to their main office and for one week interviewed more than 10 people. I interviewed them based on their expertise, and then directed it towards knowledge sharing. I was overwhelmed with so many fresh datas and I think it was really effective, also there are important concepts that seems to be present in every interviews such as leadership

and personal initiatives. I will not get as much information as this if I didn't made any changes in my approach. Flexibility is the king.

During the interview sessions, I had to paraphrase a lot, and keep on clarifying ideas and concepts so that the interviewee and I are talking with the same concepts in mind. I think this is a good practice in an exploratory research. Also I tried combining direct questions and indirect questions to see if there are really differences between older and younger members. I gave them a lot of space for them to be comfortable and share their ideas. The big disadvantage when the interview is not structured and strict in time is a huge amount of time is wasted discussing stories that are not really related to my knowledge sharing. Yet on the other hand, I find it amusing to see how much personal knowledge and expertise an individual can acquire working in the field for many years. Based on my finding, there are obvious differences, and of course they are all common sense. But what I was trying to do was to look for significant differences and I assumed that there are existing problems in the organization in terms of knowledge sharing because they have few recruits. But how does knowledge sharing affects recruitment? Well, I guess I haven't really thought about it that much, but what I think is if an organization has a healthy knowledge daring culture then they will attract more recruits, more potential members. But with my findings, I realized that there are many factors that contributes to low recruits, and also there are many factors that affects knowledge sharing and age is just a part of it. The three main factors are: personal initiatives of the members, support from the leadership team, and a venue for knowledge sharing.

About leadership

Leadership is very detrimental in every organization. Leadership can build and break an organization and also a person. The incoming and outgoing leaders along with their own circle of influence, the advising committee, the dominant people in every department, are all important, all are highly influential. At TAP, basically everyone has a strong influence or impact to the leadership.

The current culture of TAP is highly influenced by its beginnings, by the initiatives of different leaders, by the people who come and go, by its supporters, and by the opportunities that comes along as it grows. But now, these committed individuals are graying, they are graying indeed. Most if not all of the members both old and new believe in the need of young blood to sustain it. It's just a matter of perspective of priority and implementation. Some say we need funding first, some say we need project first, some say we need more recruits, some say we need more church involvement, blah blah blah, I say TAP needs rethinking. Everybody is right at some point.

Everybody has an opinion. But the energy, resources, and time consumed in giving opinions, just opinions doesn't and will not accomplish anything. TAP leadership, and I appeal not to just one person, but to a group of people with experiences, and knowledge, and the authority to gather together and rethink about the future of TAP. How are we gonna do it? We just have to start somewhere. Just start. Stop giving opinions. Just call everyone to sit down. Bring the coffee in and let's talk. A dialogue I say to cast down the vision again. Maybe break the ice by asking, "What's happening?"

About TAP's beauty

Somebody says, "It takes an outsider for a person to appreciate its inner beauty." I somehow happened to be both an insider and outsider at TAP. I found it interesting to see some TAP members talk about their projects with so much passion that they sounded like a man describing his first love. The details of their first encounter, the moments when he learned something new and unique about her, and how they develop a relationship. Yes, all that and with so much emotions their eyes glow.

The field members of TAP who had worked almost more than two decades had witnessed so much beauty in the field I thought to myself "When will they stop staring at that beauty and start sharing it to others?" And another question popped

into my head, “And when will they start capturing it?” Perhaps, to some capturing meant sharing it verbally to their colleagues, or to some capturing meant writing about it, or to some maybe even taking some videos. Capturing is just a start my friend, because how can you share something that you haven’t captured it yet? That is my personal appeal to all those who have grayed in the field and for those who will.



APPENDIX H
INTERVIEWEE CONSENT FORM



INTERVIEWEE CONSENT FORM

Project Title:

**AN EXPLORATORY RESEARCH ON KNOWLEDGE MANAGEMENT PRACTICES
APPLIED IN A NONPROFIT ORGANIZATION**

Researcher:

MS JOAN HOPE ELGINCOLIN

Participant's Statement

I agree that:

- I have read the notes written above and the Information Sheet, and understand what the study involves.**
- I understand that if I decide at any time that I no longer wish to take part in this project, I can notify the researchers involved within two weeks time after the interview and withdraw immediately.**
- I consent to the processing of my personal information for the purposes of this research study.**

- I understand that such information will be treated as strictly confidential.
- I agree that the research project named above has been explained to me to my satisfaction and I agree to take part in this study.
- I understand that my participation will be taped/video recorded and I consent to use of this material as part of the project.
- I understand that the information I have submitted will be published as a report and I will be sent a copy. Confidentiality and anonymity will be maintained and it will not be possible to identify me from any publications.
- I agree that my non-personal research data may be used by others for future research. I am assured that the confidentiality of my personal data will be upheld through the removal of identifiers.
- I agree that my name, job title and place of work may be identified in the final report, and waive the right to anonymity for the purposes of this research.

**SIGNATURE OVER PRINTED NAME
SIGNED**

DATE

APPENDIX I

LETTER SENT TO SELECTED PARTICIPANTS



LETTER SENT TO SELECTED PARTICIPANTS

If you received this email, this means that you are one of the selected participants in a research that is being done by Ms. Joan Hope Elgincolin, a business graduate student of Stamford International University based in Thailand. She is currently doing a research about Knowledge Management applied in a non-profit organization.

My study is about Knowledge Management (KM). KM simply means managing the knowledge in an organization. There are three important aspects in KM: People, Process, and Technology. People are the bearers of knowledge. When we say knowledge, we mean two things, the knowledge we get from formal studies and knowledge that we get through our experiences. Both are important and useful. Process is where all the knowledge flows. When people acquire, share and use the

knowledge, there is a process that is happening at the same time. Technology is the enabler and the support. Emails, blogs, wikis, softwares, even social media stuff like Facebook and Youtube are under the umbrella of technology. They help the people and the process in transferring, capturing, and storing the knowledge.

I am interested to know the differences between OLDER and YOUNGER translator in terms of how the ACQUIRE, USE, and SHARE the knowledge within themselves, their group (project-based), and throughout the organization? Is there differences? If there are, then I want to know, are the differences COMPLIMENTARY, or COMPETITIVE in nature? What I mean by that is are the ways, style and learning culture of the older and younger translators compliments each other, or they are completely different. So who are the older and younger translators?

Younger translators. Any translator whose age is 39 and below.

Older translators. Any translator whose age is 40 and above.

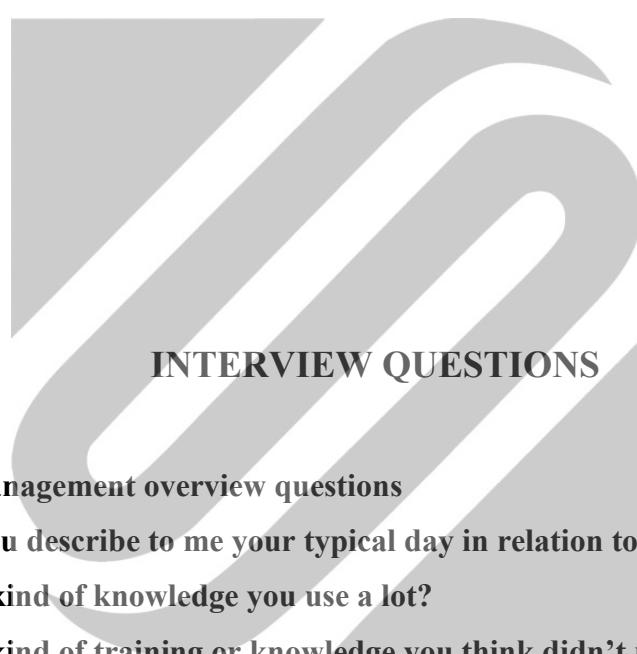
APPENDIX J



INTERVIEWEES' PROFILE Part 2 of 2

Interviewee No.	No. 11	No. 12	No. 13	No. 14	No. 15
Age:	38	28	37	30	26
Gender	Female	Female	Female	Female	Female
Position/s (previous & current : com dev't	language surveyor,	student/trainee	student/trainee	student/trainee	student/trainee
Date of Interview:	May 12, 2014	May 16, 2014	June 17, 2014	June 17, 2014	June 17, 2014
Mode	FB chat	email	face-to-face	face-to-face	face-to-face
Location:	-	-	main office	main office	main office
Length of Interview:	1 hour	-	45 minutes	45 minutes	45 minutes
Language used.	English, Filipino	English	English, Filipino	English, Filipino	English, Filipino
*Wave	3rd wave	4th wave	4th wave	4th wave	4th wave
Interviewee No.	No. 16	No. 17	No. 18	No. 19	No. 20
Age:	56	65	55	45	32
Gender	Male	Male	Male	Male	Male
Position/s (previous & current :	translator, admin,	translator, admin	literacy, training	admin, scripture engagement,	language documentation
Date of Interview:	June 14, 2014	June 12, 2014	June 16, 2014	June 17, 2014	June 17, 2014
Mode	face-to-face	face-to-face	face-to-face	face-to-face	email, face-to-face
Location:	Timog Avenue	Quezon City	main office	main office	main office
Length of Interview:	1 hour, 15 min	1 hour	1 hour, 15 min	1 hour	45 minutes
Language used.	English, Filipino	English, Filipino	English, Filipino	English, Filipino	English, Filipino
*Wave	1st wave	1st wave	1st wave	3rd wave	3rd wave

INTERVIEW QUESTIONS



INTERVIEW QUESTIONS

Knowledge management overview questions

1. **Can you describe to me your typical day in relation to translation?**
2. **What kind of knowledge you use a lot?**
3. **What kind of training or knowledge you think didn't really help you?**
4. **What kind of training or knowledge you think you need to have to be more efficient with your current work?**
5. **What types of knowledge you use changes overtime?**
6. **How do you catch up, how do you update yourself? How do you know you're not updated anymore?**
7. **Who are the people you regularly work with?**
8. **How do you get in contact with these people?**
9. **How much time do you spend with each other?**
10. **What are the things you work on?**

11. How do you get your things done?

Questions about knowledge values

- 1. What motivates you to do your job? (a person, an event, a passion, a dream, salary, incentives)**
- 2. What do you think is the role of admin, or junior members, senior members in KS? What are your expectations? What are currently happening?**
- 3. What kind, types, levels, or forms of knowledge that older employees valued, younger valued? (how are these knowledge acquired, used, and shared in the organization?)**

Questions about knowledge acquisition

- 1. What are the important knowledge in your organization?**
- 2. What are the perceptions of the old and young members? Are they opposite or complimentary?**
- 3. What are the existing policies regarding KS? how does it affect both older and younger? How does it feel a younger translator teaches an older translator? what do they feel? What are the problems they encounter? What are the opportunities we can see?**
- 4. What are the trainings you had so far?**
- 5. Do you think it was helpful?**
- 6. How do you think this has impacted the org as a whole?**

Questions about knowledge sharing

- 1. What do you think about the information sharing within the organization?**
- 2. Are there important information that are not being disseminated properly?**
- 3. Are there information you think are unnecessary to be shared?**

- 4. How do you share vital information among your colleagues (email, meeting, databases?)**
- 5. What are the things that you think hinders the knowledge sharing? (is it the technology, the process, opt people issuer, or even culture ieee like age, ethnicity, position, personality, years of service, department etc)**
- 6. What do you think about the effectiveness of the training domain in your organization?**
- 7. Who decides what training, where to get it and who will get it? is the process effective?**
- 8. Is there a trend? What trend has changed in the past? What causes it to change? Are the changes slow? phenomenal?**
- 9. What are the common problems people encounter with KS? in translation? in promotions? in scripture engagement? and even in reporting?**
- 10. Can you tell me your thoughts about knowledge sharing?**
- 11. What are the current existing KS practices in your organization?**
- 12. Do you have an existing rules and regulations in your project, in your org that gives you standard procedures, or process how to do things, how to share knowledge?**
- 13. What are the best practices you think you're doing so far in your projects?**
- 14. What are the things you think could help improve the knowledge sharing in your organization?**



APPENDIX K
PARTICIPANTS OVERVIEW

PARTICIPANTS OVERVIEW

Older members: 12

1st wave-10

2nd wave-2

Younger members: 8

3rd wave-4

4th wave-4

Total Respondents: 20

Based on mode of interview

Face-to-Face-12

Email-5

Email and Face-to-Face-2

Chat -1

Based on gender

Females:15

Males: 5

Based on civil status

Married-11 (including widowed, remarried)

Unmarried-9



Interviewee No. 1 Interview Transcript

Language Profile: Tina Sambal spoken by around 50,000 people situated along the South China Sea and composed of five municipalities in Zambales. It is a lowland culture and people are professionals, fishermen, farmers, and laborers.

The New Testament Translation project was started in September 1974 by two Filipinas and an American expatriate. Then in 1977 a German lady joined the project when the American and the other Filipina got married. The Bible translation project was completed in 1999 and launched during the National Bible week in January 1999.

Knowledge Acquisition

1. Can you describe to me your typical day in relation to translation?

Way back in 1976, when there was no computers yet, I had to use a typewriter and on my desk are different books like commentaries, exegetical helps, bible dictionary. The Eight Translations which consist of different versions, English back translations of other translators in another Philippine community language who were ahead of us in translation to see how they rendered possible problematic passages to give me an idea how to handle such problem. For new translators like me, my first book to translate was the book of Mark. After doing the background study of the gospel of Mark I was then ready to translate. Usually it takes 3-5 verses a day to translate a passage and because the work is tedious and painstaking, early translators in my generation (I was 26 years old at that time) usually finished a translation project from 15-25 years.. Now for the younger generations with computers, it takes

them at least 10 years. We have finished the translation project in 1999 with two other main translators and three language assistants of the Tina Sambal Language. I was not a mother tongue of Tina Sambal. My first language is Ilocano which is one of the major languages in the Philippines. My co-partner in the project was a German and we both translate from English to Tina Sambal. Our co-translator and our three language assistants are native speakers of Tina Sambal.

After doing the first draft of the gospel of Mark I had to give it to our co-translator to check for language accuracy or naturalness. Then I had to ask at least three other language helpers to do comprehension check if they understand the translation. After going through the comprehension check, my German partner will then translate the gospel of Mark back into English. Then I have to re-check if her back translation is correct. After the back translation is checked we submit it to a translation consultant and if the consultant finds any problem in our translation, he would usually give suggestions and we have to work on the problems and recheck again with native speakers. When everything is clear then we submit the translation to the consultant again before it is approved for publication. This is the process that we do in all books to check for naturalness in the language, accuracy and fidelity to the original.

2. What kind of knowledge you use a lot?

Shared knowledge is what we used a lot because some people are more expert and experienced and talented or smart translators. That's why we have mentors, workshops, seminars about translation problems, principles, and sometimes we have a book workshop for books like epistles and other difficult books to translate like Romans, 1 & 2 Corinthians, etc. After we have translated at least 2 to 3 gospels and epistle then we are trained to become consultants so we know how to check other translators from different language projects. Translators share each other's expertise because we work as a team helping one another in whatever problems we encounter in our translations.

We acquire knowledge not just from our own readings but from those who mentor us, our co-translators shared experiences and from the seminars and workshops and also from the consultants. So we learn as consultants by constant practice and actually checking other translations of community language.

As for knowledge values we learn what is important for example from several back translations, we evaluate the translation if it is an excellent one by the comments written by consultants about their translation and feedback from other translators. The experts and smarts usually share with us which books, commentaries, exegetical helps, etc. are good to use for our translation. We usually go with the majority to evaluate whether the interpretation of a certain passage should be such or if recommended by fellow translator or consultant. As for knowledge use, we use our knowledge for our target audience who are the native speakers of the language for whom we are translating or the language community. And we also use our knowledge to train other translators, consultants and our language assistants and co translators to keep them updated and to make them a better translator. We also have capacity building in our organization to enable us to become expert in our own field of work.

3. What kind of training or knowledge you think didn't really helped you?

I think my bible school training in Christian Education didn't really help me to become a good translator

What training you think was less helpful?

Any training that is not related to my task as bible translator is of course not helpful or less helpful.

4. What kind of training you think is relevant and practical with your work?

Bible knowledge, translation principles, and all knowledge related to my task as a bible translator like how to be an efficient typist, how to organize my work, how to be systematic, and learn to be a computer literate and expert.

5. What kind of training or knowledge you think you need to have to be more efficient with your current work?

Training in typing, keyboarding my translation data in the computer..

6. How do you catch up, how do you update yourself?

By attending seminars and workshops related to my work as a translator. But since I am already a senior citizen and I have finished my translation project, I just have to continue reading books that will help me grow and mature in Christ and also grow in my relationship with my family, co workers and in the community I worked with and in discipling people for Christ..

7. How do you know you're not updated anymore?

When I see myself ineffective and not knowing how to manage my work or role that is assigned to me.

Knowledge Use and Values

1. What task you do regularly alone routinely?

Before it's about translation that I do alone and routinely and now it's doing promotion and distribution of all published materials that we did in our language project by going around churches and attending fellowships and encouraging people to join me in this ministry of bible promotion, distribution and by having them participate in buying these books and other materials to give as gifts for birthdays, anniversaries, prices, etc.

2. What task you do regularly with other people routinely?

Before when we were in our translation process, we keep asking people regarding our translation if they understand it correctly or if there are any ambiguities that need to be spelled out or if there are wrong connotations, etc. We also ask our co-translators and language assistants and we also have a review committee to go through our translation for any corrections or suggestions.

3. What expertise you really value to accomplish your job?

I think I need to have a training in doing promotion and Scripture engagement and witnessing.

Knowledge Sharing

1. What are the things you think could help improve the knowledge sharing in your organization?

Do more team building, consultant training, and having more activities together not just during prayer meeting but also have social events at least once a week for bonding and sharing problems, praying together, singing together, doing exercise together, and outing together.

2. Can you tell me your thoughts about knowledge sharing?

My former role in our org before I had mastectomy was member care. I did not have formal training in counseling, crisis management, debriefing, stress management, etc. but I am thankful for our sister organization and other Christian organization who use email to advertise and invite us for any conference, forum, seminars and training regarding member care. So we used a lot of knowledge sharing through these workshops, conferences where we have group sharing how each member care do their role, what works for them, what problems or challenges they have encountered or are facing, what books regarding member care helped them.

We share each other's resources through these conferences, seminars or using email by regularly keeping in touch with each other and sharing new ideas, resources, and any new books or resources that we can tap.

3. What are the best practices you think you're doing so far in your projects?

Meeting with stakeholders, community leaders, our directors in our field projects for fellowship, sharing of ideas, challenges, resources, praying together, empowering each other through seminars, workshops, and strengthening each other by encouraging each other and helping one another improve in our ministries and involving the people in the community to own the project so it is sustainable even when we are no longer present.

4. Who are the people you regularly work with?

People in the community and our co-workers.

5. How do you get in contact with these people?

Through email, text or call them, visit them, as the case maybe.

6. How much time do you spend with each other?

Depending upon our role, like In translation, we meet everyday, with our co-workers if there are seminars and workshops, conferences, spiritual retreats, social events like Thanksgiving Dinner, with community leaders as often as necessary or at least once a month, with our church care group every Sunday, with our ministry partners once a month and for those who are distant, we exchange email and send our quarterly newsletters and praise items and prayer requests.

7. What are the things you work on with these people?

If it's a spiritual retreat then we help each other by sharing our testimonies, praying for one another, singing together, and encouraging one another. If it's a conference then depending on the activities called for we try to work as a team in order to accomplish our goals or objectives for such conferences, seminars or workshops. But usually for translators it's the translation of the scriptures or church engagement by encouraging the participation of the pastors and churches to engage in our ministries like asking their members or young people participate in Bible translation, community development, literacy or health care and also sharing our ministries with them so they will be encouraged to take part in funding or supporting the ministry of God in Bible translation, etc.

8. How do you get your things done with these people?

By working with them, meeting with them regularly or for ministry partners by regularly communicating with them and sending them our newsletters, praises and prayer requests so they will be encouraged to continue supporting us as they are updated about the ministry that they are supporting,

9. What are the best practices you think are very effective in your team/project? Please elaborate the process and the reasons why it is effective?

Having a regular meeting with them, empowering them in their role as language assistants or translator helpers or whatever role they're involved in our project, strengthening and encouraging them through bible study and prayer fellowship, getting their feedback, their felt needs, giving them capacity building so they too are being developed to become the people they want to be or lifting them up

from where they are to what they can be, open communication, being transparent, humble and mentoring them and being a role model to them.

Interviewee No. 2 Interview Transcript

Knowledge Acquisition

1. Can you describe to me your typical day in relation to translation?

Since I am now in a consulting role, meaning I check my colleague's translations, it is somewhat different from the way my typical day would be when I was doing actual translation. Actual translation would start by reading background material for the book or portion one is to translate. Then for example, I will translate the Gospel of Luke, I must read it in two versions: one literal and one meaning-based versions. This is to make sure that I have a base (literal) and a model (meaning-based) for the way I will translate into the Target Language. Then I will write a first draft of the first few chapters, noting some very important terms which is called Key Terms. These are then compiled in a Key Terms List which is subsequently submitted to the consultant who will check my translation once my portion is submitted for checking. After a few verses, I would ask some friends who are speakers of the language to read what I have written to make it more natural and flowing. If I have a partner, I will ask her to read the portion and make suggestions for improvement. Then I make a back translation into simple English of the portion translated because the consultant does not know the Target Language. As you can see, it is quite a heavy schedule but not all of these are done in one day.

2. What kind of knowledge you use a lot?

I can say, I use technical and literary knowledge a lot because of terms related to the science and art of translation. I also use interpersonal knowledge in order to know

how to relate appropriately to different people with different backgrounds. Spiritual knowledge is also used since man is not only body but soul and spirit as well.

3. What kind of training or knowledge you think didn't really help you? What training you think was less helpful?

Some trainings that were Western in style and content were not that much helpful. Also, style of teaching sometimes makes the subject matter difficult and learning a drudgery.

4. What kind of training you think is relevant and practical with your work?

Hands-on and apprentice style training is more effective with a mentor who walks alongside. Classroom type training must be group learning and adult teaching style.

5. What kind of training or knowledge you think you need to have to be more efficient with your current work?

Deeper knowledge of Hebrew and Greek and how to apply these to translation and consultant work. Also ability to use softwares and other IT based programs that will enhance or hasten the process.

6. What types of knowledge related to your work changes overtime?

Some computer programs change faster than our ability to comprehend them and use them maximally. The minute we somehow master one program, another update is sent that we have to learn again.

7. How do you catch up, how do you update yourself?

Periodic seminars help keep us updated but I feel we need more of the kind.

8. How do you know you're not updated anymore?

When I cannot remember my password to a wiki for translators. I also feel there is such a flood of information that I effectively block off some things so as not to be lost 'in the maze' of things.

Knowledge Use and Values

1. What task you do regularly alone routinely?

Email, make consultant questions; make tentative schedules for trainings.

2. What task you do regularly with other people routinely?

Attend meetings, lead or organize meetings and trainings.

3. What expertise you really value to accomplish your job?

Biblical language background, facility to evaluate and use helps available to translators

Knowledge Sharing

1. What are the things you think could help improve the knowledge sharing in your organization?

Manuals of Operation, clear Guidelines and Policies and Clear Organizational Chart so the flow of knowledge is also clarified.

2. Can you tell me your thoughts about knowledge sharing?

Some knowledge are 'restricted' but there are also appropriate ways to let things like this be known. Some are also for 'general consumption' otherwise people in the organization feel they are being left out.

3. What are the best practices you think you're doing so far in your projects?

Empowering native speakers to be main or semi-independent translators. Assigning experienced mentors to younger personnel.

4. Who are the people you regularly work with?

Translators, facilitators, consultants.

4. How do you get in contact with these people?

Email and personal contact.

5. How much time do you spend with each other?

Twice a year for translators, frequently for facilitators and quarterly with fellow consultants.

6. What are the things you work on with these people?

With consultants, sharing ideas and training other younger consultants, with facilitators, talking about the projects and with translators, talking and reviewing their translated portions.

7. How do you get your things done with these people?

Through prior emails and send-receive applications; face to face interaction.

8. What are the best practices you think are very effective in your team/project?

Please elaborate the process and the reasons why it is effective?

For clarity, naturalness and acceptability of translation, the participation of native speakers is a top priority. Since the Book we are translating belongs to the people, they should be the ones to have the final say on how it sounds, how it looks.

Partnership between team members is also of utmost importance. Those skilled in exegesis focus on the accuracy of the text. I am more on the naturalness and clarity of the text. Sharing of tasks make the work easier and lighter and redundancy and overlapping is avoided.

Testimony:

Knowledge sharing is 'limited' in the people group that I am translating the New Testament. Knowledge the people are allowed to know are 'prescribed' and no one is allowed to question. But in reality people are like walking in the dark.

During the Dedication of the NT last year, one of the leaders who now follow Jesus testified: "Before the Book was translated into our language, we are like people walking in the dark. Now that it is in our language, we are like walking in the light." By the way, our language is one of the M languages in Mindanao. Now there are already close to 100 followers of Jesus in the area.

Interviewee No. 3 Interview Transcript

Knowledge Acquisition

1. Can you describe to me your typical day in relation to translation/ or whatever role you're in whether a literacy specialist, community development worker, health educator, human resource, training director, language survey, etc.?

Sitting, doing mental work using the tools in translation like exegetical helps such as commentaries, Bible dictionary, back translation of another Philippine language, with the help of Translators Workplace, BART, Paratext, etc.

2. What kind of knowledge you use a lot?

I don't know for sure. Since they say language is a science then I should be using the synthetic type of knowledge but then since it is also like mathematics then maybe it is analytic. Then, I gathered somewhere that there is a traditional distinction of knowledge by acquaintance and knowledge by description. Knowledge by acquaintance, accordingly, is direct, sensory. Knowledge by description is inferred, described in symbols e.g. language. This is probably the kind of knowledge that we use a lot in doing linguistics and translation. Knowledge by acquaintance is depicted rather than described: one may draw a picture of a scene, evoke a mood with music, act out an event. And then philosophers typically divide knowledge into three categories: personal (or knowledge by acquaintance), procedural (knowledge how to do something), and propositional (knowledge of facts).

3. What kind of training or knowledge you think didn't really helped you? What training you think was less helpful?

Practically, the training I got was really geared for our kind of work. I did not find anything I would describe as less helpful.

4. What kind of training you think is relevant and practical with your work?

All types of knowledge perhaps or a bit of each type or perhaps all of the above.

5. What kind of training or knowledge you think you need to have to be more efficient with your current work?

In translation, the knowledge that is needed is to know how to use Paratext, BART and all the exegetical tools or resources available, knowledge how to use the computer, knowledge how to translate (its techniques and application of principles),

knowledge of facts (by discovering the meaning of the source language (biblical language) and then restating it into the receptor language i.e. Tina Sambal or Bolinao).

6. What types of knowledge related to your work changes overtime?

I don't see that in translation.

7. How do you catch up, how do you update yourself?

Workshops are sometimes offered for capacity building and developing or skills and renewing passion to our work.

8. How do you know you're not updated anymore?

How do I know I am not functioning very well? When I start to be getting tired (mentally). So I would need a refresher, a short break perhaps, or a new environment or talk to God.

Knowledge Use and Values

1. What task you do regularly alone routinely?

Quiet time, reflecting, meditating, exercising, catching up with my readings.

2. What task you do regularly with other people routinely?

Eating with, conversing with, etc.

3. What expertise you really value to accomplish your job?

Knowledge in translation techniques and principles.

Knowledge Sharing

1. Can you tell me your thoughts about knowledge sharing?

Google has this to say: Knowledge sharing can be described as either push or pull. The latter is when the knowledge worker actively seeks out knowledge sources (e.g. library search, seeking out an expert, collaborating with a coworker etc.), while

knowledge push is when knowledge is "pushed onto" the user (e.g. newsletters, unsolicited publications, etc). Knowledge sharing depends on the habit and willingness of the knowledge worker to seek out and/or be receptive to these knowledge sources. The right culture, incentives, and so on must therefore be present. Knowledge sharing is the exchange of knowledge among people. As giving knowledge to somebody the giving party doesn't lose the knowledge through the giving. Concepts like Free software build on knowledge sharing - but the concept of sharing expands further. - Although often not as easy as with knowledge, that doesn't get less with sharing, other things may be also shared, of course!

2. What are the things you think could help improve the knowledge sharing in your organization?

Perhaps in the area of IT, practical ideas and hints on sharing in virtually all areas of our life in the field.

3. What are the best practices you think you're doing so far in your projects?

Empowering the local people with concepts related to our work in order for them to become effective in what they are doing. Have her look over our shoulders as we perform a task. Often we tell people to 1) read the manual or instructions, 2) attempt it yourself, 3) lets do it together but we are the lead. Often when managers or colleagues are asked to share their knowledge they just want the "basics" or the "shortcut" and there may be much more to the task than that. If we are going to share, we share well and share responsibly.

4. Who are the people you regularly work with?

In our translation project, I worked every day of my life in the allocation with the mother tongue translator, an expat from the U.S. (another tongue translator), the local people (whom we would test or ask to check our work), my landlady.

5. How do you get in contact with these people?

I lived with them. I mingled with them. I tried to learn their language and culture.

6. How much time do you spend with each other?

It depends. Or sometimes if the situation calls for it.

7. What are the things you work on with these people?

Supposedly, I am the one who has to do the empowering but I myself lack the knowledge, it was the expat who tried to assist the mother tongue. Programs like WeSay, for instance, in dictionary-making.

8. How do you get your things done with these people?

We were able to complete the project! The Bolinao NT was launched and dedicated by God's grace (help and faithfulness).

9. What are the best practices you think are very effective in your team/project? Please elaborate the process and the reasons why it is effective?

Hands-on, tell and show, show and tell, making sure that the sharing occurs in a learning process that works for us all. The mother tongue was able to apply them in her work. The comprehension checkers and the reviewers did the lion share of the work as well.

Interviewee No. 4 Interview Transcript

INT: Are there any organizations that TAP partner with?

Yes. They are long partner with SIL, Wycliffe and other NGO's, churches, and individuals. Organizations are growing because of the collaboration.

INT: Is there overlapping of projects happening between TAP and SIL?

Not really, TAP works more on the local side which is within the Philippines while SIL works on a more broader areas and across other countries.

INT: What are the existing formal documents TAP has that guides management and leadership?

Yes, we have Bylaws, organizational chart, roles, duties and power of each department.

INT: What do you think about it's implementation and use?

Well, of course it is followed, otherwise it will be chaotic, but we don't expect it to be perfect

INT: What do you think are the strengths of TAP?

I think the environment is trusting, people trust each other even in the absence of supervision, there are initiatives, members are generally initiative, but somehow it can be a weakness as well, especially when a person is legalistic and tries to impose some things to other members then there will be conflict, and much more when that person is in the leadership position. For example, some leaders don't want to leave their position because they can't see enough reasons for them to be taken out of the management team. A trusting environment can be a weakness on that situation because we only realized things are going in the wrong direction because we trust each other too much. What I mean is we overlooked some important things.

INT: Do you mean individual behaviors affects the environment? How will you explain in a psychologist perspective?

I can't really remember everything I learned from my master studies, but in terms of looking a person as an individual, one of the most basic things a person has to have is a good behavior, interpersonal strength. A person can be qualified in a leadership position because of his/her educational attainment, but will function poorly if his interpersonal skills is weak. That is one of the basic foundation.

INT: So what are the strengths and weaknesses of TAP leadership in your opinion?

I think in terms of strengths, I think they have a lot of experiences, character, and even knowledge as well, but in terms of weaknesses, they have low influence.

INT: Do you think that because most members spent long years in the field doing projects in a small team could be the reason they have low influence? What do you think about the relation of implementation and influence?

Yes, right, most of them are “doers”, they consider themselves servants, and they aren’t really used to imposing themselves to people like a dictator. They don’t delegate their work a lot. Instead of delegating it, they do it because that’s what they’ve been doing for so long, also, we only have few people, shortage of manpower. The result is they have a lot of responsibilities.

INT: So what are other shortages that you see in TAP?

Yes, shortage in recruitment, employment, not maximizing knowledge sharing. We’re trying outsourcing. We’re sharing personnel with other organizations.

INT: Why do you think the recruitment is low?

I think the trend has changed now in terms of commitment. Older generation has lifetime commitment. The younger generation are more on short term like 2 years and 5 years commitment. Some are even asking to be virtual partners. Also, now there are more people in the office than in the field. Not just in TAP but other organizations as well come up with different ways to accommodate short term commitment like storytelling activities. Before the trend is every member should have experience as field worker, but now younger generation are more on training the people in the community while the old generation work in the community.

INT: What are the older members think about this kind of change in the trend?

Most of them are consultants or becoming consultant. They are also experiencing paradigm shift, but that takes a while. It’s a gradual change depending on the individual.

INT: Explain more about the teaming in the field?

Well, there are projects who has seven people in the team, the good thing about having more people in the team is that they can achieve more and work on their expertise. Some maybe good in planning, some in implementation, some in communication, etc. Individual initiative is important, when a member has a lot of ideas then that person will achieve more.

INT: How does a leader empower their people?

Empowering comes in different ways, verbal, guiding, identify them through training, so that they will become more adequate. You eye the potential in every member.

INT: Is there a clear direction for each members in terms of their work?

Well it is more on the person. Tap will try to help the person to respond on his/her “calling”, a person is a leader on their own. Of course there’s always a track/path for deployment for all the members working under a particular domain or subdomain. It’s everyone’s personal initiative. Example maybe a member feels that his/her calling is on translation then we have a clear track for that, basic training, field exposure, and deployment. It’s all laid out.

INT: Do you see any differences between old and young members in knowledge sharing?

I think older employees are more generous in knowledge sharing because they have rich knowledge based on their experiences, a synthesis of their training, personal initiative and personal story, and they are not sensitive to intellectual property laws (verbal not in written) compared to younger generation who are now restricted in terms of intellectual rights, maybe more informed compare to older generation (plagiarism). Some people share their knowledge without being aware of it. Sometime you don't have to share it because it is already common and its accessibility.

INT: Do you see members aspire to be in the leadership position?

In leadership I see little aspiration or even competition within TAP culture even in younger generation because of big responsibility and demand of the work but for those who aspire, it's because they want to see change. The process is the Executive Director (ED) will be determined through election, and he can appoint his committee. The rationale is a person will work well when his team are selected by that person.

Interviewee No. 5 Interview Transcript

INT: What are the initiatives so far at TAP in regards to knowledge capture?

“The Promise” is one of our attempt to capture the stories. We also have a lot of files in the repository and also personal initiatives from other members who write about their experiences. There are also things that we have to consider before doing this like copyrights, there are projects that are very restricted in terms of publicity to protect certain individuals.

INT: What are the goals of publication? What is its connection with the core mission of TAP?

So our goals in publication is to make materials available to public both electronic and printed. We work in the areas such as literacy, translation, MTB-MLE, etc. Everything are stored in the repository. We also document ethnoarts of the communities we work with which includes indigenous music, storytelling, musical instrument, games.

INT: What are the weaknesses you see in TAP?

So far one of the weaknesses that I see are sustainability of the initiatives. There are good ideas being implemented but are not sustainable for many reasons, two of which are lack of funds and people. We need to re-think about individual funding, and our recruitment program and activities.

INT: What are the strengths you see in TAP?

They are very good at technical side. A lot of experiences and achievements.

INT: What are the things that TAP has to work and improve on?

We need more recruits and training for language technology, maybe we can outsource people from the churches who are willing to help us. We also need to consider capturing the stories, in a more generic, general way because most materials are outdated due to changes and progress in the project, making it only usable for the present consumption and future as well. Our contribution to the society per se TAP has done are documentation of grammar, orthography, phonology, alphabet , translation of the scripture (digital bible library), materials for literacy, and MTB-MLE. We preserve it in electronic archive both printed and electronic. I think one of

the priorities that TAP should focus is strengthening the language community, the grass root.

INT: How do you see TAP in the future?

The future of TAP for me is an organization that are composed of not just language translators, but of consultants and trainers in different expertise like translation, literacy, language technology, etc. Also we need to see more collaboration with the local entity. It depends on the recruitment, and funding that we get. Those are challenges that TAP has and will experience throughout its existence.

INT: What are the cultural differences that you see between older and younger members?

Older members are committed and they have a clear idea of life in the “mission” and they are fine with it. Younger generation in my observation seeks more financial stability, and security. They are quick to adapt, good at innovation and technology, drives changes, and has a sense of autonomy, but they somehow less committed than the older generation. They now seek benefits as well. They can be easily motivated and at the same time overwhelmed as well.

Interviewee No. 6 Interview Transcript

INT: From a management point of view, what is your take about disseminating information within the organization?

There are different levels of information that, some are for public consumption, some are for a particular domain, or a group of people, per project, and sometimes for the admin only. The strength of the organization is based on the trust and transparency of the people in the organization.

INT: What are the initiatives and achievements of TAP in the area of literacy?

There are work of TAPers that are recognized by DepEd and some magazines too. One of my initiative is working with 100 Talaytayan (an advocacy group). TAP help through an individual initiative for their material development by being

curriculum developers, consultants. We train teachers and present and conduct workshops. We work closely with MTB-MLE (Mother-Tongue Base Multi-Lingual Education, Multi-Lingual Education) project.

We help in developing materials for literacy, program planing, books for reading, supplementary materials, instructional like how to read, how to write, how to teach (for teachers) teachers guide, and as consultants.

We do program planing, every year, then every two years and updates it every year. But before we do that we conduct a background area, profiling, what is the status of the whole community, religious background, dominant religion, economic status, socio-economic status, even health,. Then we strategize by team, we ask “Where and how do we start?”, “What is the most receptive area, peace and order?” We also consider the accessibility of the place and responsiveness of the community.

INT: Are there strategies or practices that works very well in your area of expertise?

One of the strategy that are very effective is participation of the community, program by the people, for the people (democracy style). It's like a meeting of minds. It's when the community and the stakeholders sit down and have a dialogue. As a facilitator or an outsider, you just don't assume they don't know. You should involve them in the process.

During the 80's and 90's, the DepEd (Dep't of Education) won't allow us to teach kids in primary to high school. We are limited, we can only reach out in preschool/kindergarten level and also to parents who are dropouts. We found out that these drop-out parents are demoralized, and feels inferior from the lowland people. They are stigmatized, because they are tribal and they don't know much Tagalog, let alone English. So we continued working and supporting these tribal and drop-out parents, even the bill wasn't approved yet. TAP conducted multilingual education in this remote areas, parents started to be empowered.

We train local teachers through on the job training for two weeks. We conduct training in their areas because we can't just uproot them from their families. We

don't teach just theoretical stuff, we do demonstration throughout the whole lesson in a very gradual way. We focus first on boosting their morale. Then from the best teachers we choose the supervisors. We also held regular teachers training for follow-up.

INT: What are the challenges and issues that you see in TAP that needs to be addressed?

When we don't have funding, what happen is members are looking for their own funding. There are no intentional funding from the leadership, even in translation. So what happens are personal initiatives. We find venues on our own. I try to help by being a resource person, but for those members who are not really that passionate in sharing knowledge they become idle.

INT: What are your recommendations?

There should be a continuity of priority of the organization. Problem comes in changing of the leadership, because there is also a change of priority (training, education, translation, language assessment) Funding is not coming down to the field. We need to find ways how to maximize experience workers. Older members would be moved out from the field, they've spent too much time there. They need upgrading to become consultants. They have wealth of experiences.

We had plans before to connect them with other NGO's who were working with translation, and become consultants in Africa. But we don't have venue for training, no connection, no collaboration. We have network but no follow through, and we don't get much support from the leadership because it's not their priority. Their priority is on finishing the existing projects. We have people who are well-experience but there are no venue where I can use and share and utilize my knowledge.

Interviewee No. 7 Interview Transcript

1. Can you describe to me your typical day in relation to translation/ or whatever role you're in whether a literacy specialist, community development worker, health educator, human resource, training director, language survey, etc.?

I start the day by being in touch with God and try to maintain that contact through out the day. Then I read/recall His Word so my mind could be renewed. And put on the armor of God. When on a teaching assignment: I then review what I will teach on that day. Then I eat breakfast and prepare to go to class. I teach the whole morning, training cross-cultural workers as well as mother tongue workers. Lunch is my break. After which I check assignments, entertain students questions, work with my teaching assistant and instructor-in-training to prepare for the next day's class. I walk to unwind. Then have dinner. After dinner I continue some unfinished checking and preparation for the next day's class. The day ends by counting my blessings, thanking God and adoring Him, and making some supplication and intercession before sleeping. When doing administrative work: I prepare and have breakfast with my 90 year old mother, husband and other family members. After the household chores I (1) check my email and respond to them; (2) supervise Training Services staff scattered all over the world; (3) attend to a variety of Training Services projects.

2. What kind of knowledge you use a lot?

When teaching

- 1. knowledge of linguistics or other subject matter being taught;**
- 2. understanding of the will of God in terms of behavior, responses, character, relating with people;**
- 3. awareness of human nature, sinful strategies, ploys of the enemy;**
- 4. empathy towards learners, other staff;**
- 5. knowledge from field/life experience;**
- 6. knowledge of cultural differences.**

3. What kind of training or knowledge you think didn't really helped you? What training you think was less helpful?

None.

4. What kind of training you think is relevant and practical with your work?

(1) My training under God in developing our relationship and my character.

(2) My discipleship training under my husband and other mentors.

(3) My TAP/SIL training workshops in linguistics. Then PhD training in writing a grammar under the supervision of world class linguists and in the environment of top notch practitioners in the field.

5. How do you catch up, how do you update yourself?

By teaching, which forces me to read and catch up.

6. How do you know you're not updated anymore?

When I can't relate to what peers are talking about.

Knowledge Use and Values

1. What task you do regularly alone routinely?

Private time with God and reading.

2. What task you do regularly with other people routinely?

Training, business meetings, eating, laughing.

3. What expertise/skill you really value to accomplish your job?

- 1. prayer**
- 2. discernment**
- 3. waiting for God's time**
- 4. tapping on God's power and resources**
- 5. sensitivity and empathy towards others**
- 6. teaching**
- 7. linguistic analysis**

Knowledge Sharing

1. What are the things you think could help improve the knowledge sharing in your organization?

training, mentoring

2. Can you tell me your thoughts about knowledge sharing?

Its discipleship. That's what Matt 28: 19-20 is about.

3. What are the best practices you think you're doing so far in your projects?

High value on spirituality and Christian character. Training and mentoring.

Innovation and courage to pursue change. Making steps of faith.

4. Who are the people you regularly work with?

Trainees/mentors. Colleagues. Face to face meetings, cell phone, Skype, email.

6. How much time do you spend with each other?

Depends on need and context. With students/trainees 1 month. With mentors

- over a stretch of time. With colleagues, regularly.

7. What are the things you work on with these people?

Courses, ministry role, admin work, projects.

8. How do you get your things done with these people?

Teaching, one-on-one mentoring, set and meet deadlines.

9. What are the best practices you think are very effective in your team/project?

Please elaborate the process and the reasons why it is effective?

High value on spirituality and Christian character - it builds trust and credibility. Training and mentoring - it reproduces workers. Innovation and courage to pursue change. It leads to discovery of better ways. Making steps of faith - it claims the promises of God and expands His kingdom.

Interviewee No. 8 Interview Transcript

Most of the content of the conversation here were lessons learned from the interviewee's 20 years experience in the field. Only relevant ideas that are applicable to implementing change and improving knowledge sharing culture in the organization was transcribed. Two recording session were made.

First recording session

INT: What the things have you learned from your experience in the field?

Becoming intentional. Your goal is ownership. Remember that you are not forever needed. You are a learner and a facilitator. I learned a lot about the power of empowering people. The indigenous people that I work with has a culture unique on its own like any other indigenous culture. And through the years that I lived and worked with them I realized many things about strategies that didn't work and strategies that work, things that are applicable and appropriate to this culture. I come to realize that every culture has its own beauty and sometimes it takes an outsider for the people to realize their unique beauty. When you get inside a community, you are a triangle, they are rectangle. You need everything you can. You don't dictate and impose your own culture. Allow them to develop and grow on their own.

One way of empowering people is giving them a "sense of ownership". And you can't do that with a dictatorial style of leadership, remember you are an outsider. It is also a strategy for sustainability. You have to start with that goal in mind. Once they have captured the vision and owned it themselves, then you have to find ways to boost the morale of the people you work with by recognizing their special gifts or skills. Give them not just a sense of ownership, but also a sense of autonomy. That what their doing is for their good and they can be creative as they can be to achieve the goals or accomplish a specific project.

Every generation should understand each other. They should learn and respect the oldies because of their experience and the oldies should feel secured and not intimidated. There is a battle between degrees vs field experience. Also there are different needs in different generation. Older members need affirmation while younger members need a sense of autonomy, voice, freedom in expressing themselves. Also,

- 1. You'll never feel a master without really being in the field.**
- 2. We observed when literacy is being conducted and also in translation. Literacy helps with building rapport. It is also a preparation or a stepping stone to multi lingual education.**

3. There is a tension between an experienced personnel and those who have PhD's.
4. Show them all the alternatives and let them choose.
5. Sometimes policies hinders what is an obvious need. Even the obvious need is actually not a need unless it is an expressed need
6. The solution lies in the community or the culture itself. Translation is family activity, parents translate, kids scribe.
7. All ages should be recognized.
8. Leaders should keep asking. Learn and develop right question and keep consulting experts advice.
9. Knowledge sharing through mentorship, buddy style. Informal is effective, less technical. Learn what is the best mentoring, knowledge sharing, and strategy, modeling/demonstration/hand-on.
10. Christ mentoring is not formal. So don't rely too much on formal education.
11. System fails when they fail to recognize the culture of that organization.
12. Subtle learning, fake learning is very effective when sharing knowledge.
13. Some members experiences here can be equivalent to many PhD's.
14. When individual gifts are recognized, that individual will grow and develop more skills.

There is a change in every generation. The 1980's (1st wave) has a lot of exposure in a project. The 1990's (2nd wave) are more vocal, more collaborative compared to 1980's who were used to working on their own, lesser collaboration. The collaboration are wider now and more divorced. Also they are more articulate and open to share with their foreign partners. I think 1980's sometimes feel inferior with their foreign partners.

Second recording session

INT: How can lessons from the field be applied to TAP?

When you get tired, you feel that because you are using all your effort, there is a tendency to rely on yourself vs relying on God. Don't set too high standards, but

just enough for you to breath. The third wave (2000's), most of the field workers focus on growing leaders in their projects that they cant work as leaders on admin level. Leadership in TAP should look on to their field workers and think how to grow them in admin perspective.

I think TAP as a multi-shaped organization. Language is dynamic, culture is dynamic. You can't insist, be open, but don't change too quickly. Blending is best and should start with gradual change.

Don't take out the good things in the organization like the family culture and commitment of the members. Accept the change. Move forward, you can't change the environment, it will find you even if you ignore it. Embrace your unique shape, that's your beauty. Indigenous people feel inferior from the lowlanders. They are looking for their own freedom and empowerment. Freedom within, that's what you get though translation.

TAP personnel come from different backgrounds, we come here and bring our cultures embedded within us. The strength of TAP lies on its commitment to a unified belief and vision. Our people is our best asset. We work with different communities, exposed to different dialects or languages, and we all know that culture is dynamic. It is evolving. And it changes gradually. And TAP has its own culture, and its culture has evolved as well. And we have to acknowledge the change and blend with the change.

Every wave (1980's, 1990's, 2000's, 2010's) has different shapes. They have to learn how blend with each other. That's what comprises the uniques shape of TAP. Blending is possible because they have unified values and belies. In a bigger scope, we should ask what is the role of TAP in the family of Bible translation organization?

INT: What are the things we can do so that projects will not overlap between the different domains, subdomains, and with the collaboration of TAP with other organizations like SIL and Wycliffe?

Plans for change should be based on experience and are applicable to TAP culture.

Interviewee No. 9 Interview Transcript

Knowledge Acquisition

1. Can you describe to me your typical day in relation to translation?

Everyday is a challenge - discovering the meaning of the original text and then rendering it clearly, accurately and naturally into the language I am translating, which in my case is my mother tongue Bolinao.

2. What kind of knowledge you use a lot?

1. knowledge on how to use computer programs on translation e.g. BART, PARATEXT; Translator's Workplace, etc.
2. knowledge on how to use tools/resources e.g. commentaries, concordances, exegetical helps/summaries, etc.
3. knowledge of translation principles
4. knowledge of the languages – the SL & especially the RL
5. knowledge on how to solve translation problems

3. What kind of training or knowledge you think didn't really help you? What training you think was less helpful?

Every training was helpful to me.

4. What kind of training you think is relevant and practical with your work?

Lectures/Presentation of principles/theories coupled with a lot of applications e.g. exercises, etc.

5. What kind of training or knowledge you think you need to have to be more efficient with your current work?

My current work is helping produce a popular dictionary. I need help on how to go to Webonary and how to navigate when I am there. Also how to locate Thesaurus, Dictionary, etc. on my computer.

6. What types of knowledge related to your work changes overtime?

I don't know of any.

7. How do you catch up, how do you update yourself?

Attend seminars/workshops, etc.

8. How do you know you're not updated anymore?

When I don't receive updates from team members, consultants, etc.

Knowledge Use and Values

1. What task you do regularly alone routinely?

Doing exegesis, making first draft of the translation, updating after a check/test e.g. partner check, comprehension check, etc.

2. What task you do regularly with other people routinely?

Checks/Tests – partner check, comprehension check, consultant check, etc.

3. What expertise you really value to accomplish your job?

The expertise in putting to use the knowledge, skills, etc. you have acquired.

Knowledge Sharing

1. What are the best practices you think you're doing so far in your projects?

I think, it's doing my work as I should by the Lord's help.

2. Who are the people you regularly work with?

On working on the dictionary, I work with Gary Persons who is in the U.S. via the internet by doing Send/Receive. Occasionally I consult key people in the community either by going to their place or by phone call or text message.

3. How do you get in contact with these people?

Please see above.

4. How much time do you spend with each other?

With key people in the community, a couple of minutes talk on the phone or a couple or more text messages each time e.g. once or twice a week, or as the need arises.

5. What are the things you work on with these people?

On the usages of words as entries in the dictionary – ask them questions like is this a valid Bolinao word? Is it used enough? Is this word being used by the youth or only the old people use it?

6. How do you get your things done with these people?

Please see above.

7. What are the best practices you think are very effective in your team/project?

Please elaborate the process and the reasons why it is effective.

When we were in our finishing years, I think three years or so before the completion of the project (Bolinao NT), we framed our project action plan where each team member's assignments/roles were laid out. I think knowing what to do/is expected of you to do and knowing when to do it and when is it expected done/completed helped much in achieving the goal/s or bring about progress in the work. Of course, team work, the team members upholding and supporting one another.

Interviewee No. 10 Interview Transcript

INT: How do you keep yourself up-to-date with your work?

I use different IT base programs like: Insite website, also dropbox to store my powerpoint for training and also training materials. I am involve in MLE e-learning for practitioners, Community of Practice in Asia area, we have workshops twice a year, also LEAD (Language Education and Dev't) has FB page. We are also partners with SIL, Wycliffe International, 70+ Talaytayan Incorporated, along with other NGO's who are working in the same or related ministries, and we also have consortium with some universities.

INT: What are the needs of the members you think should be addressed in the organization?

I think we need counselors too because most of the older members who worked in the field for more than twenty years has personal baggages, they need to unload it, to reconcile it, it needs to be addressed. The need has to be met even though sometimes they don't acknowledge it, or they just ignore it and give it to the Lord. A proper individual closure in every project.

INT: What are your observations with TAP knowledge sharing?

There are instances that some field personnel have miscommunications/misreporting about their project. We get curious in the organization, we ask "What could be the reasons for members who doesn't really report what exactly is happening in the field?" I think insecurities and miscommunications, people sometimes feel threatened or intimidated which causes knowledge hoarding to some. There should be transparency in the organization and this should be addressed by the management.

INT: How does leadership affects knowledge sharing in the organization?

There's a lot of expectations towards the management especially in the leadership area. The sustainability of this initiatives depends on the support of the admin. There should be continuity and improvement in different projects. Sometimes changes in leadership results in change of priorities. We should have better way of transition in leadership which should not affect the long-term plan of TAP.

INT: What are the things you have learned from your work?

When the people see their unique beauty, and a sense of pride for their own identity, language, culture, they want to preserve their culture through their translation, literacy, community development, etc.

INT: What are your observations about the cultural difference between older and younger members of TAP?

Younger people has this "I know everything" attitude, an attitude problem. The way they talk shows communication skill problem, resulting a big gap and

aloofness on both sides. Sharing culture in TAP in terms of relationship within its members is strong, but in relation to knowledge sharing that are work related is quite weak.

INT: What are the ways TAP can do to improve its knowledge sharing internally and externally?

Having an info-hub, that are easily accessible and open to public where we can store our stories like process of translation, history of TAP, history of each project, history of translation, and current projects. It is in itself a marketing tool.

INT: What are the challenges and problems you see in the organization? What plans of action or solutions would you recommend to address and solve it?

I think I have two problems that should be addressed in TAP, one is a lot of members get good trainings and yet they are not given a venue to share their acquired knowledge within their fellow members, both young and old. We should create a program training for older members who were in the field sharing their experiences and expertise, and also for younger members who gets more updated strategies and tools through their education. To achieve this, we should have support from our leaders, a clear plan, and a good strategy.

Second problem is, most of the projects are extended because of many different reasons both good and bad. That's why I think We should have periodic assessment of every project that we have so we know what training are needed, and can evaluate the strategies and see if the current procedures/approach is effective or not, and find ways how to improve it. It's like revisiting the projects, and recasting the vision again.

There's also a need for knowledge audit and continuous assessment of project. Assessment or evaluation should be done in all levels, top bottom, bottom up. We need both external and internal evaluator or assessor. The team should have a dialogue about it and would work on improving it.

Annually, there should be a short-term, mid-term, and long term planning and also a schedule for assessment. Everybody need to learn how to assess their own work,

I think we need to have a assessment workshop. A committee probably for this assessing the current project of TAP. We have to evaluate the present for the future.

Evaluation of all domains especially church engagement. Evaluating recruitment, financial strategy and even leadership. Are we being strategic with our recruitment programs or activities? We should also produce manuals like membership manual, manual for new members, which are also accessible to all the members. These are good tools for giving information in recruitment activities and even orientation to new members.

INT: What is the future you see for TAP?

We need more consultants in the field. I see TAP as community of consultants, translators, literacy specialist, language development workers, and community of development champions.

Interviewee No. 11 Interview Transcript

1. I want to know exactly your work nature and how it relates to translation process as a whole.

I am a language surveyor. We are supposedly the first to be in the field to find out the sociolinguistic situation and the language development need (whether they need Bible translation or literacy, etc.) Aside from data gathering we interact with communities and other stakeholders and help them strategize to achieve their language development goals .

In a more detailed explanation.

2. What "knowledge" or expertise do you use a lot in the field?

I used a lot of sociolinguistics and community development knowledge and skills. We have used what we call participatory approaches so that the community would know that they are part of all the activities and they are the key players in whatever they want to do for their language.

3. Where do you get most of your expertise, and knowledge? training, or OJT? and explain why

I got most of my knowledge and skills sa sociolinguistics and community dev't from doing actual surveys although I took up courses. Because as i do it, I have mentors who guides and interacts with me. I think that is essential. Even if I am well exposed in the field but if I don't have somebody who will help me process things, I won't gain as much sa experience. Also, in participatory approaches, trainings, community of practice gatherings I am active either as trainer or participant. It is in the field where the rubber meets the road. i also have mentors on participatory approaches. I share experiences and we talk about it if we have time. I'm blessed with mentors.

4. What trainings or knowledge you think is not really helpful and relevant?

I think none. So far I was able to use everything I learned.

5. What knowledge you think changes over time? like knowledge that needs updating

I think IT (of course) There are many old members who can't cope because we work with so many softwares. In sociolinguistics, there are nine current standards and methodologies that we use.

6. With the older translators, how do you share knowledge and expertise?

I wish we have a venue... we can do orientation or training but there has been no opportunity at TAP. By the way, I am now working with SIL since Nov. and sa SIL, we have refresh and retool where the members get updates on the current trends and practices...I think TAP doesn't have those, not much. Also there's no integration within the different fields, so sometimes it looks like they are competing with each other. Some members are not aware of what others are doing.

7. In your opinion, what are the best ways to make knowledge sharing better at TAP?

I think 'integration sessions of different domains will help.

8. Can you explain more about integration sessions and the different domains?

There are 3 domains of ministry the family of organizations who are working together here sa Philippine safe following. 1. Language Education and Devt (LEAD),

Scripture Engagement (SE) at Church Engagement (CE). Integration sessions would be like a joint workshop to talk about overlaps of functions and how one domain could enrich and help the other domain. Example, the CE would be more effective in communicating the needs of the BT ministry if they will coordinate with the LEAD and SE and really try to understand what they are doing. And effective recruitment will be more effective if they know what is happening in the field.

9. Are there differences in terms of knowledge sharing between older and younger translators. What are those and why?

I think yes. Younger ones communicate faster because of their familiarity with technology and social media. And younger ones are more open to new knowledge (I think I am being biased hehe). They are also restless. You know the tendency of youth... they have so much time to spare and most of them explore other things while they are not yet assigned to a particular project. On the other hand, older members are more focused at work. So they only focus on what is important and value on the knowledge that will help them accomplish their work. They only explore things that are related to their work because they don't have much time.

10. What are the "barriers" in relation to knowledge sharing, and how do you think we can "bridge" or break the barriers aside from integration sessions. please include barriers between old, and old, young and young, and old and young, vice versa?

Barriers: maybe internet access. That's what I often hear from members who are in the field (who happens to be the 'old timers' also). They are far from the head office and they don't get a lot of updates about what is happening at the office. There is also a sense of lack of communication in the organization. Some things just don't get passed on.

11. On the positive side, are there good practices in terms of knowledge sharing both formal and informal sa TAP?

Some opportunities for training are limited to some individuals because of budget constraints. Some members last conference said they are willing to shoulder the fees themselves just to get the training.

Positive side? If you are directly connected to people outside the organization like SIL or some community of practice groups, they you will get lots of information. By the way, most capacity building or trainings are through SIL/Wycliffe.

12. Explain what community of practice is?

Community of practice (COP) is a gathering of people who are doing the same things. Example, we have CoP gatherings for participatory approaches. and in that event we talk about survey related things. We talk also about innovations and best practices and we also share experiences. We also have an email group so we are always connected.

Oops, not 'survey' but participatory related things. We have another group for survey. So even I am only one here in the Philippines I have a community somewhere who help me.

13. Personally, what is your thoughts about knowledge sharing itself, and knowledge sharing sa TAP?

I believe in knowledge sharing coz we don't work alone. We are responsible to our brothers and sisters and especially in our assigned communities We want everyone to be able do their job better and easier. We need to be on the same page always coz it's counter productive when people work on their own and they don't share their expertise, there are also members who are being left out. We'll have confusion and frustration and we can't achieve our goals.

Based on my experienced we need a leader who are intentional in informing all the members. I know some people sa TAP like Dagumans who are in charge in the training... they make sure everybody in the team has the same training, they even make us attend similar courses...they communicate a lot and they talk to us (even though sometimes I'm not comfortable in the meetings).

On the contrary, sa LEAD, I feel we do things on our own. Like i do survey, others do MLE, there's no integration. There's even an instance where they had done some MLE in the same community we conducted the survey and they haven't considered it... detached. Anyway, that issue has been discussed and resolved. Hopefully it will be better this biennium.

Interviewee No. 12 Interview Transcript

Knowledge Acquisition

1. Can you describe to me your typical day in relation to translation/ or whatever role you're in whether a literacy specialist, community development worker, health educator, human resource, training director, language survey, etc.?

Usually when we will have our Translation workshop with the Mother Tongue Translators, we start with devotion, followed by some discussions about translation principles and then go on our individual works. My task was to do checking with the mother tongue translators. We have 2 break time -- morning and afternoon. This is a time to have snacks and chat for sometime. Then at 5 PM our sessions ends. We start at 8 AM in the morning.

2. What kind of knowledge you use a lot?

Biblical, translation principle and some linguistic knowledge.

3. What kind of training or knowledge you think didn't really helped you? What training you think was less helpful?

I would say my training in Partnership Development -- raising support. It's not that it did not help me but the approach does not really work with me and contradicts my belief.

4. What kind of training you think is relevant and practical with your work?

Linguistics, Greek and Hebrew, and Theological/Biblical Knowledge training.

5. What kind of training or knowledge you think you need to have to be more efficient with your current work?

The ones I listed above.

6. What types of knowledge related to your work changes overtime?

Linguistic knowledge

7. How do you catch up, how do you update yourself?

Since I haven't really done this yet, probably, reading more articles and recent research.

8. How do you know you're not updated anymore?

When I could not relate to the recent approaches to translation.

Knowledge Use and Values

1. What task you do regularly alone routinely?

Study

2. What task you do regularly with other people routinely?

Checking of the translation drafts

3. What expertise you really value to accomplish your job?

Accuracy and naturalness in translation

Knowledge Sharing

1. What are the things you think could help improve the knowledge sharing in your organization?

Sharing of approaches and discoveries from different projects.

2. Can you tell me your thoughts about knowledge sharing?

It is always a good thing to share knowledge so that others may also benefit from what someone discovers. As much as possible, it must be shared in a less "technical" way.

3. What are the best practices you think you're doing so far in your projects?

Good relationship and communication with the Mother Tongue Translators.

4. Who are the people you regularly work with?

The Mother Tongue translators and the consultants.

5. How do you get in contact with these people?

Personally (sit beside them) during the workshop and through emails for the rest of the time.

5. How much time do you spend with each other?

We usually have 1 month twice a year workshop.

6. What are the things you work on with these people?

Checking translation drafts.

7. How do you get your things done with these people?

Have a goal set and work on it together.

8. What are the best practices you think are very effective in your team/project?

Please elaborate the process and the reasons why it is effective?

Open communication -- very important in checking and in dealing with problems.

Sharing of knowledge about translation principles to the mother tongue translators - - it helps the mother tongue translators who are usually less educated to have more knowledge on how to translate effectively.

Interviewee No. 13, 14, & 15 Interview Transcript

Remarks: Group interview instead of individual due to time constraint and difficulties with schedule

INT: What are the cultural difference between an older and younger members?

No. 13: I (young member) accept responsibilities because I believe I will grow, it's like a self-actualization driven, while older members accept roles and they are looking for the result, they are more result-base. Younger members are more idealistic as well.

If I based it with my previous job which is corporate where I have to follow a protocol, I think TAP culture is more like a family, it's more relax, and everybody has sense of autonomy.

No. 14: I don't see much difference so far, probably because I'm still in the training.

INT: Do you experience problem with information sharing? miscommunication?

No. 15: Yes, we witness tension between email exchanges. People send through the general list and not really specific to a group of person. They overuse or misuse "reply all". Members who wants to focus on their work get distracted and confused from receiving a lot of emails. Maybe new members will get surprised or shock with the miscommunication within TAP.

No. 13: I think there should be someone who will intervene, a mediator. Most TAP members, especially the older members tends to be very reactive because they are used to a particular way of working and they sometimes resist with the change, but of course it takes time before they can adopt and absorb new things.

No. 14: Most members are not really complying with the regulations. That should be address by the leader. The ED should mediate and send instructions about the proper way of disseminating information, and also in responding to information.

INT: What are the things that TAP has to improve?

No. 15: TAP needs more promotions, publicity, more church engagement.

No. 13: For recommendation, I think there should be a coordinator from each region, like Luzon, Visayas, and Mindanao. So members they don't have to travel a lot to the main office. Definition of domain and subdomain, and also set their boundaries, and clarify power and duties so that domains will not experience overlapping.

No. 15: New pipeline in recruitment, and also proper placement for new and even existing TAP members and not just putting anybody to a vacant position.

Interviewee No. 16 Interview Transcript

INT: Are there qualifications before someone can be elected?

Yes of course. Before there are more requirements, but now after working several years maybe four years, you can be elected. It's not based on seniority but of course most if not all are seniors. Leadership is a gift, you have to have the skills and undergo within a process. A leader should be both people oriented and technical. When you were elected in the leadership, what are the preparations or process you undergo?

I personally had three months to really adjust well. Yes, I have attended seminars and courses about management. I need to learn how to work on the resources of TAP, technical resources, human resources, financial resources and other essential things.

INT: What is the difference between a nonprofit and profit organization in terms of knowledge sharing?

In a profit organization, knowledge are often not shared within, especially in the public. But in a nonprofit organizations knowledge are being shared, we don't have to make profit anyway, and we have to work and collaborate with different organizations. But of course, not all information are being shared like confidential matters, because it might break the organization. You have to be careful.

INT: What are the strengths of TAP?

First we have small resources, but our people have big commitment. That's why even though we sometimes lack funding we're still productive .

INT: What are the reason why a project progress is slow?

Of course lack of resources, technology, and personal capacity of the field personnel. You can't just push people, everybody has a limit. Second, we have a lot achievements already, we got awards and recognition, national awards from the government in the area of literacy, translation, community development, etc. Third, our members has rich experiences. We have a lot of potential consultants in the field.

INT: What are the weakness of TAP?

We have low contact with the upper class. The reason behind this is most of our recruits comes from the tribes, and we are somehow shy or intimidated to connect

and work with big churches. That is also the role of the leader, you need to have contacts with influential people and maintain it. We need to invest in networking as well.

I believe that the level of the organization is also based on your people's credential. We have so much potential consultants in TAP, but they just grew old in the field. We should integrate masters and PhD programs, a systematic upgrading of credentials for our field members so that their knowledge, expertise, and experiences are utilized.

INT: What are the essential things a leader must develop?

As leader you need to know who should be involve in decision making. Sometimes things slow down if you ask too many people. Be selective. In terms of management, a nonprofit organization leadership should not be dictatorial. You have volunteers, people come for the vision not for the money, so you need to learn how to motivate them. Not top down style, but as facilitator.

INT: What is the role of the leaders?

You're a facilitator, you don't have all the answers. Your judgment should be fair, and you should study both sides. You should know how to respect the authority, observe the process. You should also be a motivator, any change is hard, you need to motivate people to change.

INT: What are the good indicators of a good leadership?

One word, influence.

INT: What are the needs of TAP?

Restoration. There are personal and official issues that should be resolved in the leadership. There should be organizational renewal and evaluation so that we can move forward.

INT: In your opinion, what should be the top three priorities of the TAP leaders?

First, improve and strengthen, relationship between the people in the org. Second, devise strategy and envision the future, what is your focus and priority in 5-10 years Third, strategy to raise for funding, and broaden your partners.

INT: What are the things that you learned in leadership?

Leadership should be complimentary, teamwork, you need to learn how to develop and spot the talents, know how to utilize your people at the right time, and place. When you misplace the players, they will not become champions, they will be discouraged and less motivated. Some leaders who instead of following policies, they make new policies, that is a bad practice. You have to master the process and communication as well, before you make any changes. Understand your organization. And you should be able to solve different kind of problems and issues. The role of the leader is to continue what has been started in the organization, straighten the inner circle, hone potential leaders, improve policy and recast the vision over and over again.

Interviewee No. 17 Interview Transcript

Remarks: audio interview file lost

INT: What are the changes of the structures in the organization in response to the present challenges and opportunities?

There's a restructuring with the organizational structure adapting the new form of management applied among the family of the organizations which TAP is partnering with. We became a little "loose" with rules and became more flexible in setting up the parameters with how things are done in TAP which includes opening new different entry points for interested and recruits and potential members. We believe that everyone in the organization should take part and hold responsibility in promoting TAP as well as recruiting more members.

INT: What do you think about the culture of knowledge sharing in TAP? How do you evaluate it?

The speed of acquisition has changed because of the development of technology. Tools that are being used today is far more efficient and sophisticated compared to what we use before. We acknowledge the change that are happening, and I believe that there is no point of comparing the past to the present and imposing our “way of working” and “how things were done before” to the new generation we have in the present.

People has become more educated at this age, and because of this along with the support of technology, we have to change the process of training, the content of training, and rethink about the whole training program and continually seek ways to improve it.

I think what has not change is the nature of knowledge, or the expertise that we use to accomplish our job. Yes, we have more available tools, but the core process and even core values, the reason we do what we do, that hasn't and will not change.

INT: What are some things that you think needs to be improved or work on in TAP?
Two things: communication and leadership.

INT: What cultural difference you see between older members and younger members?

I cannot really speak for the younger members, but for the older members, I can say that they are trying to cope with the change. Sometimes they are not even aware of their resistance to it, but of course everything takes time to change.

Interviewee No. 18 Interview Transcript

INT: What have you learned in the field?

We learn the importance of understanding the community you work with and make our work relevant to the community. We try to help resolve conflict in the culture within the community and between different cultures, maybe nearby tribes, or with the lowland people.

INT: What are the changes in terms of strategy? Is there a new trend?

In the past, a worker is trained to be specialist. When you go to the village you are the expert. You are like a boss, because there's no christian in the community yet. The result are natives or local people were just assistants. After the project is finish and the translator or missionary leave we saw that impact was very little. Do they really read it? Are they committed to their language? The reason for low impact is that people don't get it, they don't own the project, they don't have a say aside from the translation process. So now, the objective of the worker is to make sustainable a bible translation and language development movements in the community. The change is translator will become a facilitator, a servant, and the emphasis is at the ethnic group. The assigned field personnel will try to find and spot potential mother tongue translators. Each municipality will have representative. Now the ownership is not on the translators but on the community itself.

We have become more strategic. We do clusters, translators as consultant only, especially our younger members. There is integration of community development and language bible translation and we do that by engaging the community, even in financing. It is like a movement. .

In a business analogy, it's like in the past we were just product oriented. We go to a village to translate the book and finish it. But we have evolve. The vision is the same but the strategies has changed. These are shared through international convention. It is a policy making body, where the implementation and alignment are being done. And whenever there's change there's always resistant.

INT: How do you work with the whole community?

We not only unite the community, we also try to unite the christians there both the different denominations and catholics. There's a committee composed of representatives from different denomination. It is an inter denomination because we unite different denomination.

INT: How do you reach out the community?

We use media like blogs, newspaper, we have literacy arm, translation arm, etc. We use social media, radio, cellphone. We also develop discipleship, bible study materials that are generic so that it can be used by different denomination even catholics. We first build their identity, then we develop leaders and cast the vision, then have them work it out on their own. We are looking for a person in every community who can be an agent of change, a champion, a christian, who will make practical strategies and push the movement.

INT: How do you work with other domains in TAP as well?

We also work with church engagement. We have to align everything, our strategies, the locals, and the churches to make this movement sustainable. We also work with LEAD and computer support to find and build a propaganda arm, support raising arm. We want to see independent community who are of proud their identity, where everybody has a chance to be creative and be part of a language development champion/s committee.

INT: Tell me more about the training.

We do basic training, ladderized, we have growth plan, holistic and integrated, we ask “How can we make it relevant to the mass?”

INT: What are the networks TAP is involved with? How do you keep up-to-date?

We have community of practice and conferences. There's a lot of personal initiative coming from the many different leaders in many areas. At TAP we regularly have administrative meeting, depending on the need, once a month or, every two months en each of the domains. We also get updates once a year, from the representatives of the north and south. These meetings help us to internalized our strategies.

We also work with Kapi-bisig, OMF and other organizations but our main partners are SIL and Wycliffe. Every four years we get big ideas from our international conference (around 400 key representative from all over the world)with SIL, Wycliffe, and other affiliate organizations. We do vision casting, sharing new trends and strategies as well.

Interviewee No. 19 Interview Transcript

INT: What are the strategies you use when you are doing training?

I am working with three simultaneously project. I develop a module and design it for each project or team. I use different ways for them to understand the module and also direct on application through games, singing, and other activities. I give examples that they are familiar and can relate with. Also, when they teach, they learn more.

INT: What are the differences between working with the mother-tongue translators and bible students?

Well, I think the difference lies on how I design the module. When training bible students, I design my teaching according to the school's curriculum. There's not much freedom in it, everything is laid out, but compare to the mother-tongue translators, I design the module with what they need to help with their translation.

INT: What do you think are the needs of TAP?

They need consultants and translators who are well versed with the Biblical language. If we want to get credibility we should know how we can translate the Bible from its original languages and not just from Filipino or English.

INT: What are the strengths of TAP?

TAP has a long history in the area of translation, community development and they have accomplishments they can be proud of.

INT: What are things that you think TAP is lacking with?

I have heard a lot of stories, great stories about the early experiences of the missionaries but they are not being shared in the organization. Their stories and testimonies, (written, storytelling) can be shared during the training to help inspire

the trainees. It can be part of their training curriculum, a part of missions course, or missiology. And that stories can be retold over and over again.

We can get stories about stories about language acquisition, literacy, community development, stories on holistic approach, a lot of stories and lessons learned that TAP members can share. They are the veteran and most are already retired, and they can make use of it. I want to hear their personal experiences while they were working on their project, and learn what work and what didn't.

There's a lack of parallel learning with their team. They never sit down to learn from one another and share their best practices and eliminate bad practices. We have the technology for people to share (by print, recorded stories audio/video, make a files by project) amazing things, collections of stories, archive it. There are many ways to do it. People are excited to hear how God showed himself real through the stories of the missionaries, translator partners, change lives (real stories, real people, real God). People will enjoy the whole process because it is told in a story. The lesson is very sticky, knowledge acquisition will be very efficient and sticky and enjoyable. People will be charge emotionally. Translators connect with the people/trainee, and not just with technical expertise but their life as well.

Interviewee No. 20 Interview Transcript

Part 1 (email)

1. What kind of knowledge you use a lot?

Knowledge in the target language and Biblical language. Knowledge in Computer softwares designed for translation. Skills in translation relevant for making decisions

2. What kind of training or knowledge you think didn't really help you?

Translation workshops. Understanding the different kinds of translations.

3. What kind of training or knowledge you think you need to have to be more efficient with your current work?

Training where there is lots of practice – on the job training.

5. How do you catch up, how do you update yourself?

Reading a lot of articles on Bible translations. Many translators are writing about their experiences on the issues they encounter and how they solve them.

6. Who are the people you regularly work with?

With local people – the target readers. And other volunteers

7. How do you get in contact with these people?

Personally, during workshops where they actually translate

8. How much time do you spend with each other?

One whole day per month

9. What are the things you work on?

They group together, discuss a verse or two, then try to translate

10. What kind of training do you think was very helpful for you?

9 units of translation subjects at school

11. What are the things you think could help improve the knowledge sharing in your organization?

I think knowledge sharing is very important. This is something not given much importance, as people often do their own work. We can improve knowledge sharing by forming interest groups. Let people sign up for topics they want to learn, and people can sign up for topics they can teach.

12. What are the best practices you think you're doing so far in your projects?

About language documentation. I keep myself up to date by reading and talking with people who are doing the same thing.

PART 2 (face-to-face)

1. What are the need you see in the organization?

Venue to disseminate my expertise . Need for a Community of Practice inside the organization. More recruitment. Integration of all work.

3. Problems in the area of training?

Upgrade training for field workers. There are still members who need upgrading, to be consultants perhaps. There are people who always get training, while some are neglected. What I mean by that is that only the person who needs it gets it, I am thinking of more interdisciplinary skills. Probably part of it is communication, training announcement, the dissemination of information is weak.

4. What do you think about the recruitment in TAP?

It is really hard to recruit because of the nature of the work, it requires long commitment. Aside from that the challenges people experiences in raising financial support.

5. In terms of recruitment, what do you think about the “attractiveness” of TAP?

I think there's no problem with the attractiveness of working at TAP. Translation is interesting. But I think the requirements makes it harder for people to be part of TAP, but that's actually the nature of work here.

6. So you're saying early on that there's a need for documenting skills for members in the field. What do you mean by that?

Well, they get a lot of information and data about the language itself and with documenting skills they can do the documentation by themselves.

7. Any cultural differences between the old and younger members?

For older members, they have a different paradigm in terms of strategy and workflow. They are used to doing everything on their own, less collaboration. Some of them don't understand why younger members are not working in the field, we train the locals to do the work themselves.

8. What future you see for TAP?

More consultants, more collaboration in Asia and even outside Asia. TAP to be well known in academia as language specialist, and they can work with the government in a broader area. Also to be known in the christian community worldwide and partnership.





No.	No. 1	No. 2	No. 3	No. 4	No. 5
current : review:	translator, consultant, admin May 18, 2014 email	translator, consultant, admin May 8, 2014 email, face-to-face main office 45 minutes	translator May 16, 2014 email	translator, com dev't, literacy June 10, 2014 face-to-face main office 1 hour	literacy, publication, computer services June 16, 2014 face-to-face main office 1 hour, 20 min
interview: sed	1st wave	English, Filipino 1st wave	English 1st wave	English, Filipino 1st wave	English, Filipino 1st wave
No.	No. 6	No. 7	No. 8	No. 9	No. 10
current : review:	literacy, dep't head, translation June 14, 2014 face-to-face Timog Avenue 1 hour	Female May 8, 2014 email -	Female translation, literacy trainer June 16, 2014 face-to-face main office 1 hour, 30 min	Female May 16, 2014 email -	Female literacy, MTBMLE June 16, 2014 face-to-face Timog Avenue -
interview: sed.	1st wave	English, Filipino 1st wave	English 1st wave	English, Filipino 2nd wave	English, Filipino 3rd wave



APPENDIX N
RESEARCHER'S BIOGRAPHY

RESEARCHER'S BIOGRAPHY

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