2016

Baby Boomers Retiring: Strategies for Small Businesses Retaining Explicit and Tacit Knowledge

Anethra Adeline Facione
Walden University

Walden University

College of Management and Technology

This is to certify that the doctoral study by

Anethra Facione

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee
Dr. Frederick Nwosu, Committee Chairperson, Doctor of Business Administration Faculty

Dr. John House, Committee Member, Doctor of Business Administration Faculty

Dr. Jill Murray, University Reviewer, Doctor of Business Administration Faculty

Chief Academic Officer
Eric Riedel, Ph.D.

Walden University
2016

Abstract

Baby Boomers Retiring:

Strategies for Small Businesses Retaining Explicit and Tacit Knowledge

by

Anethra Adeline Facione

MBA, University of Phoenix, 2008

MPA, Southern University A&M College, 2003

BA, Southern University A&M College, 2000

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration

Walden University

August 2016

Abstract

More than 35% of the U.S. workforce is composed of Baby Boomers who are eligible to retire within the next 5 years. Despite the potential loss of critical expertise, a gap in knowledge retention exists in small consulting businesses. The purpose of this case study was to explore effective strategies for retaining the tacit and explicit knowledge of retiring employees, to avoid operational knowledge drain. Exploration ensued through semistructured interviews at 2 small consulting businesses in the Washington, DC metropolitan area that are adept at innovatively retaining requisite knowledge. The conceptual frameworks of Bass' transformational leadership and Nonaka's knowledge creation led to the identification of strategies to retain tacit and explicit knowledge of retiring Baby Boomers. Seven small business leaders addressed questions on knowledge types, knowledge stimulation and sharing methods, and retention strategies to provide meaningful responses to the knowledge retention phenomenon. Data analysis included the Colaizzi and modified van Kaam methods of mining, categorizing, organizing, and describing participants' statements. Subsequently, the themes that emerged during the analysis identified reward, communication, and motivation as strategies for knowledge-share and transfer. Succession planning, mentoring, documentation, training, and knowledge sharing also emerged as effective methods for knowledge retention. The findings will contribute to social change by illuminating the roles effective leaders practice to influence and foster knowledge management, offering insight to other small businesses having difficulties remaining sustainable as the operational knowledge of Baby Boomers becomes unavailable as they retire.

Baby Boomers Retiring:

Strategies for Small Businesses Retaining Explicit and Tacit Knowledge

by

Anethra Adeline Facione

MBA, University of Phoenix, 2008

MPA, Southern University A&M College, 2003

BA, Southern University A&M College, 2000

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration

Walden University

August 2016

Dedication

I dedicate this study to my mother, Gloria Elizabeth Facione, who has often prayed for me and showed me how to pray for others, as well as guided me throughout my life's journey. I can never repay you for all your glorious deeds as a loving mother, but I hope you understand what you mean to me. I also dedicate this study to my father, Alvariest Anthony Facione, for demonstrating forward thinking and always planning for the unexpected. To my dear brothers, Shannon LaMark Anthony Facione and Brock Alex Matthew Facione: You are the two best friends a sister could ever dream to have. Lastly, I dedicate this achievement to my biggest supporter, my husband Salmon Vinceroy Wendell Patrick, who slept on the table beside me many late nights and early mornings, to model what it means to be a true life-partner. I thank each of you, because, without one of you, none of this would be possible. God bless you and know that I love you all deeply.

In loving memory of my grandparents Alex and Adeline Joseph, and Matthew and Rhea Facione, for giving me the most precious gifts I could ever receive, which are my dearest parents. In memory of Ms. Wilhelmina Bell-Taylor, who inspires me through her generational legacy to aspire for greater achievements.

Acknowledgments

First, thank you, my Heavenly Father for allowing me to complete this journey. To my Doctoral Chair, Dr. Frederick Nwosu: Our paths crossed with a purpose and that purpose was for you to guide me to completing my greatest milestone to date. I cannot thank you enough for the encouragement, guidance, patience, and dedication to making my vision your very own. You are indeed a transformational leader.

Dr. House: Thank you so very much for serving as my Second Committee Chair. I appreciate the enthusiasm and drive you compelled to cultivate my study into a success. Thank you also to my University Research Reviewer, Dr. Jill Murray, for believing in my work and making an invaluable commitment in advancing my study into a meaningful instrument. I would also like to thank Dr. Larry Chandler, my initial Chair, who indeed has inspired me to continue this challenge as he took on and won a bigger battle than my own. I would also like to acknowledge and thank Dr. Freda Turner for always expressing concern and gratitude toward those she lead. Thank you for the interest you took in me personally, as well as my purpose of this work.

Special acknowledgments to: Ms. Libby Munson for helping me get through IRB, the U.S. General Services Administration for your support in my pursuit of academic excellence, and to Queen Anne's Public Library for your kindness and assistance with delivering the resources needed for my study. Lastly, thank you to Mr. Ken and Mrs. Shobhana Kannan for your love, support, and acceptance as family. Also, thank you to my true family and friends for your patience, prayers, love, and understanding of my absence during this journey.

Table of Contents

List of Tables

Section 1: Foundation of the Study

This study was designed to generate potential strategies for small consulting businesses that face a significant potential loss of operational knowledge due to the predicted mass retirement of the Baby Boomer workforce in the United States. The Baby Boomers, whose ages range from 51 to 69 years, are predicted to take their tacit and explicit knowledge with them when they retire, an action that will potentially wither small consulting businesses of their well-developed structural, relationship building, and operational procedures (Appelbaum et al., 2012a; Stevens, 2010). At the time of this study, there was limited research indicating that small businesses are formulating the necessary strategies associated with sharing, transferring, and managing the knowledge that is in their possession now, to ensure that their retiring employees' operational knowledge remains within the organization after departure.

Background of the Problem

The Baby Boomer generation consists of individuals born between 1946 and 1964, a period immediately after World War II (Pruchno, 2012). The Baby Boomer culture, some of whom entered the workforce as early as 1960, heralds the description as individuals of autonomy, honesty, loyalty, and capturers of their personal career goals (Al-Asfour & Lettau, 2014). At the time of this study, Baby Boomers made up over 35% of the United States' workforce (Helyer & Lee, 2012; Tang, Cunningham, Frauman, Ivy, & Perry, 2012).

With the Baby Boomers eligible for retirement and retiring in great numbers over the next 10 years, small businesses will experience a drastic depletion of extensive knowledge resource (Appelbaum et al., 2012b). Small businesses in the United States are knowledge-intensive and rely heavily on their Baby Boomers' knowledge and experience (Hokanson, Sosa-Fey, & Vinaja, 2011). Since the Baby Boomer population is predicted to retire in large numbers within the next 10 years, small enterprises should adopt strategies to mitigate knowledge loss (Joe, Yoong, & Patel, 2013). Additionally, small business leaders must be able to gain the credence from its retiring employees to obtain critical explicit and tacit knowledge (Ropes, 2013). Small business leaders may consider the necessary strategies for knowledge management (KM) to alleviate potential knowledge drain over the next 10-year span (Leonard & Swap, 2004; McIver, Lengnick-Hall, Lengnick-Hall, & Ramachandran, 2013).

Problem Statement

Joe et al. (2013) concluded that the Baby Boomers hold the most knowledge of key resources and tacit knowledge of functional processes within small to medium companies. A substantial amount of the Baby Boomers' explicit and tacit knowledge is not in the form of written or recorded data, and is thus difficult to transfer (Kuyken, 2012). This is problematic because the Baby Boomer cohort makes up nearly 50% of the four generations within the workforce and its members are eligible for retirement over the next 10 years (Appelbaum et al., 2012b; Tang et al., 2012). The general business problem is that with a sizeable amount of employees within the United States' workforce approaching retirement, employers stand to lose tacit and explicit knowledge of its retirees. The specific business problem is that small consulting business leaders have little knowledge of the strategies to retain the tacit and explicit knowledge of retiring Baby Boomers.

Purpose Statement

The purpose of this qualitative case study was to explore strategies that small consulting business leaders' use to retain the tacit and explicit knowledge of retiring Baby Boomers. The specific population group for this study was leaders who have developed strategies to retain the knowledge of one or more, retiring Baby Boomer employees within two small consulting businesses located throughout the Washington, DC metropolitan area. The results of this research are expected to add value to small businesses seeking to understand knowledge management strategies necessary for organizational sustainment. This case study was designed influence positive change by providing knowledge accumulation strategies that incorporate shared dialogue and vision among diverse employees of small businesses to retain the tacit and explicit knowledge of their retiring colleagues. Accumulation of a predecessor's knowledge is an intrinsically cooperative character to building social and human development of individuals to understand better and perform different activities that affect the world (Goodwin, 2013). KM strategies may afford small consultant business owners more efficient continuity post-Baby Boomer retirement phenomena.

Nature of the Study

For this study, I employed a qualitative method and case study design. The nature of my study was to learn and understand knowledge management and retention strategies that could help small businesses survive knowledge loss after the retirement of their Baby

Boomer employees. A qualitative case study design offers a deeper understanding of factors of phenomena not previously explored (Vaismoradi, Turunen, & Bondas, 2013), which I applied to gain insight into explicit and tacit knowledge retention of retiring employees. Quantitative research comprises of numerical data analyzed mathematically to explain some phenomena (Yilmaz, 2013); because the data I extracted for my study did not produce quantifiable results, either a quantitative design or a mixed method using both qualitative and quantitative designs would not have been effective. A qualitative case study, with census sampling, was the most appropriate design for questioning several small consulting business leaders within the Washington, DC metropolitan area.

A case study approach was also appropriate for exploring the phenomenon of how the underlying principles of small business are impacted by the complexities of the retirees' cohort leaving their jobs, taking their business knowledge (Lacey & Groves, 2014; Yin, 2009). Utilizing the case study method allowed me to explore significant factors that contribute to knowledge loss, and potential strategies small business leaders could implement to stimulate knowledge share and transfer. Other qualitative designs, such as narrative, phenomenological, and ethnography were not suitable for this study. A narrative design includes events lived and told over a period by one or two participant individuals, then dissected and retold chronologically to make sense of the lived experiences (Yin, 2014). In a phenomenological design, researchers interpret an individual's experience to a particular phenomenon resulting in an extensive analysis, which theorizes and explains the participant's experience (Hood, 2015). An ethnography research design includes the study of cultural groups over a long period to expose the characteristics of the group studied (Kriyantono, 2012; Tracy, 2010). For my research, I individually interviewed seven participants with the intent to synthesize commonalities discovered during my analysis of themes within the data. Therefore, due to the intent of my study and variation in the data collection techniques, only a single case study design sufficiently supported my study.

Research Question

The research question guiding this study was: What strategies do small consulting business leaders use to retain the tacit and explicit knowledge of retiring Baby Boomers?

Interview Questions

Using the following questions supported an innate understanding of the research:

1. What type of tacit and explicit operational knowledge is most critical to the daily functions of your organization?
2. How does your business currently plan for retaining tacit and explicit knowledge of retiring employees?
3. What methods do you use to influence and stimulate tacit and explicit knowledge share among the Baby Boomer employees within your organization?
4. What strategies are most effective in retaining tacit knowledge, such as knowledge-sharing activities and mentoring environments among the Baby Boomer employees?
5. How effective are the strategies you have used to ensure your organization retains tacit and explicit knowledge of your retiring Baby Boomer employees?

6. What leadership characteristics are necessary to ensure the retention of knowledge from retiring Baby Boomer employees?
7. What are the characteristics of Baby Boomer employees you believe would cultivate knowledge share and transfer to occur?
8. Is there any additional knowledge retention-related information not previously addressed that you would like to express or share?

Conceptual Framework

The conceptual framework used in this study was based on Nonaka's (1994) knowledge creation theory and Bass's (1985) transformational leadership theory. These two theories were applied to enhance awareness of the strategies small consulting business leaders consider to retain knowledge and transform individuals. Nonaka's (1994) knowledge theory considers individual and organizational knowledge creation ripens through a continuous layering of dialogue, aspiring to justify a belief as truth. The dialogue between individuals will spiral into four phases of interaction for knowledge conversion (Kuyken, 2012). These phases represent the key concepts of Nonaka's knowledge creation theory, including internalization, externalization, socialization, and combination, which embody knowledge into a concrete form to facilitate beyond the knowledge provider (Chen, 2012; Nonaka, 1994; Nonaka, Umemoto, & Senoo, 1996). Nonaka's (1994) theory served as a spiral lens to understand strategies for capturing and retaining tacit and explicit knowledge to convert and manage into new tangible knowledge. Bass' (1985) theory was used to address the key attributes leaders possess to transform and influence others. Leaders having charisma, inspirational motivation, intellectual stimulation, and individualized consideration are the key concepts of Bass' (1985) transformational leadership. Bass' leadership concepts are to inspire followers in return for higher levels of productivity and social activity for which leaders align employees with purposes (Bass, 1985; Farooqi, Rehman, & Rehman, 2014; Paarlberg & Lavigna, 2010; Stewart, 2006).

Definition of Terms

Brain drain: The mass departure of highly technically skilled people (Varma & Kapur, 2013).

Deep Smarts: Essential knowledge based on experience and know-how, stored within an individuals' brain; an asset many thought that organizations could not progress without (Leonard & Swap, 2004).

Explicit Knowledge: Knowledge that has been articulated, codified, and stored in certain media; knowledge is then transmittable (Dinur, 2011).

Knowledge Management: A theoretical model for sharing, transferring, and keeping knowledge (Islam, Low, & Rahman, 2012)

Know-How Knowledge: Practical knowledge, skill, or expertise that others capture through observation, practice, problem solving, and experimentation (Leonard & Swap, 2004).

Learnability: How language or actions can be acquired McIver et al., 2013.

Retiring employees: Employees that can retire. In the United States, retiring employees are typically within the age ranging between 55 and 65, and include Baby Boomers who make up a significant amount of the workforce (Appelbaum et al., 2012a).

Succession Planning: The process of putting a plan in place to promote continued operations, and mitigate a break-in-operations during times of workplace resignations, unexpected losses, and retirements (Klein & Salk, 2013).

Tacit Knowledge: Intangible, highly complex, and implicit knowledge that is profoundly attached to people and difficult to transfer to another individual using written or verbal translation (Dinur, 2011).

Tacitness: Information that is implied or inferred without direct expression; understood information and know-how involved in routines or activities to perform unobservable work (McIver et al., 2013).

Assumptions, Limitations, and Delimitations

Assumptions

There were three main assumptions guiding my research. The first assumption was that the Baby Boomers that will retire over the next 10 years hold lead positions that are critical to the operations of its employer. The second assumption was that the Baby Boomer generation would assume the roles of mentors to embrace the knowledge share and transfer concept. The third assumption channeled in this research was that a high percentage of participants will respond, unbiased, and honestly.

Limitations

The limitations within this study included alterations by the profession and status Baby Boomers have acquired. A technique that I used to reduce limitations within this study was to collect data from participants of similar backgrounds and professions. Additionally, to promote reliability and validity of the data, while reducing limitations within my study, I performed all activities for collecting, analyzing, and interpreting data, free of natural bias or preconceived opinions. To eliminate bias, I shielded my personal views, and followed the interview protocol to ask and address participants' questions. Therefore, the open-ended questions posed allowed participants to guide the results of the intended study.

Delimitations

Fujita, Leaché, Burbrink, McGuire, and Moritz (2012) defined delimitation as the process of setting boundaries for empirical data. The delimitations that influenced the scope of this study were the (a) location, (b) population, (c) population size, (d) participant availability. I delimited this study to participants working in the Washington, DC metropolitan area including portions of its contiguous states, Maryland and Virginia. The sample population I used included seven individuals that have worked 10 consecutive years within small consulting businesses that have developed strategies to retain the knowledge of retiring Baby Boomer employees. Each participant had to agree to the consent form, which disclosed the conditions of this study.

Significance of the Study

The significance of exploring strategies to reduce the loss of explicit and tacit knowledge of retiring Baby Boomer employees was to expose that this knowledge might be critical to sustaining small consulting businesses viability to remain marketable within the industry, as suggested by Slater, Olson, and Sørensen (2012). The exploration of current practices within small businesses may provide a deeper understanding of how significant tacit knowledge is to long-term growth and continuity within the industry. It is necessary to assess potential workforce availability based on current and future trends to reduce knowledge resource gaps and increase skill composition (Woods, Artist, & O’Connor, 2016). Because deep smarts such as tacit knowledge are not easily transferable, decision-makers must become more aware of how to retain tacit knowledge as retiring employees begin to leave the organization (Leonard & Swap, 2004). In addition, exposure to probable consequences small business leaders might encounter due to hesitant knowledge share may instead groom younger employees with the expertise willingly available from soon-to-be retired workers (George, 2013).

Although Baby Boomers are retiring from companies, they can continue being assets to companies by eagerly participating in knowledge share and transfer training through social interaction and communication (Appelbaum et al., 2012b). Followers are more inclined to share their knowledge, noting their self-worth to employers once the knowledge becomes an asset to the organization (Luntz, 2011; Swart, Kinnie, Rossenberg, & Yalabik, 2014). The followers must possess the willingness to want to contribute their knowledge (McKinney, 2012). The contributions to the professional application are knowledge sharing and leadership characteristics. Both knowledge sharing and the characteristics of leaders enhance small consulting business with strategies to mitigate the extensive number of expert knowledge leaving to maintain effective operational status. This research promotes positive social change by investigating potential ways for increasing uniform knowledge, evolving followers into leaders, mitigating knowledge drain, and maintaining organizational sustainability.

A Review of the Professional and Academic Literature

The aim of this qualitative case study was to explore strategies small consultant business leaders may consider to capture, retain, and manage explicit and tacit knowledge. To support this study, I conducted a review of relevant literature, including book reviews, peer-reviewed journals, and academic articles. This review of literature examines published sources focused on retiring Baby Boomers, tacit knowledge loss, and succession planning. This review of the literature exposes key concepts of internalization, externalization, socialization, and combination in Nonaka's (1994) knowledge creation theory, and inspirational motivation, intellectual stimulation, and individualized consideration noted in Bass' (1985) transformation leadership to further assess and support the intent of this study. The literature review includes the following key topics: knowledge types and motivating knowledge share and transfer as concepts related to knowledge creation, and employer-employee commitment, challenges, and knowledge management strategies about transformation leadership. I identified and accessed literature using Walden University's online library, Louisiana State University Middleton Library, Howard University School of Business Library, business academic source journals, Queen Anne's and Pointe Coupee Parish public libraries, related books, news reports, multiple websites, and databases.

This review of academic literature contains 95 peer-reviewed articles published since 2012. Overall, this study references 135 peer-reviewed articles published after 2012, comprising 87% of the 156 peer-reviewed journals referenced within this complete study. Additionally, this study references 22 peer-reviewed sources older than 2012. Most of the research databases used to locate literature were ProQuest, SAGE Premier, Emerald Management, and Business Source Complete. Keywords, terms, and phrases used in the search fields of the databases included knowledge loss, Baby Boomers, successful change, knowledge transfer, knowledge share, tacitness, explicit, multi-generational workforce, multi-generational characteristics, employee motivation, critical knowledge, and relational knowledge.

Theoretical Considerations

The major theoretical foundations utilized in this study were Nonaka’s (1994) theory of knowledge creation for which information is a systematic process and Bass’ (1985) theory of transformational leadership in which followers work with leaders to identify and implement creative change. Nonaka’s (1994) concepts surrounding new knowledge development places significance on social involvement and communication to identify new knowledge used to resolve an issue or improve existing information. A collaborative environment is essential to the success of problem solving, mainly because a major part of the knowledge creation is the process that individuals seek to justify through dialogue to prove personal beliefs as truths (Kuyken, 2012). Bass’ constructs collectively emphasize how leaders must influence and stimulate followers to align their personal aspirations with the goals of the organization. Influential leaders may positively influence the application of individualization development of followers to becoming creative thinkers to the ideal decisions (Chen, 2012). Bass’ constructs of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration all play a major part in propelling identified changes needed for the greater good of the organization (Nonaka, Umemoto, & Senoo, 1996). According to McKinney (2012), followers commit themselves to their transforming leaders by emulating their roles in achieving shared goals, including encouraging collaborative and creative work environments. Transformational leaders that encourage self-development among their followers also generate a sense of loyalty from their employees, making the breadth of knowledge more prevalent and robust for future use (Bass, 1985; Chen, 2012).

I chose Nonaka's (1994) knowledge creation theory to use as part of the theoretical foundation of this study due to its direct results of new information development from internal communications, in which knowledge share and transfer occurs for later use. Leaders of organizations strategize known information to enrich and produce new information by synthesizing tacit knowledge and converting it into explicit knowledge (Nonaka, 1994). Internal knowledge sharing is essential to small consulting businesses that have limited resources (Nonaka, 1994; Stewart, 2006). Internal knowledge is readily available for efficiently attaining knowledge that broadens the spectrum for processing newer knowledge, which is vital to operational sustainment (Wadeson & Ciccotosto, 2013). Nonaka's (1994) theory of knowledge creation postulates that individuals, through social engagement, desire a need to know information to achieve functional growth.

The supporting rationale for Bass' (1985) theory of transformational leaders is similar to the rationale aforementioned. A driving force to resolving problems is through the involvement of individuals' desires to support improvements through a collaborative environment (Nonaka, 1994). Similarly, Bass' indication that individuals can aid in organizational success under the support of their leaders pivots the attention to the followers as crucial bearers of organizational knowledge and understanding (Bass, 1985; Paarlberg & Lavigna, 2010). Another justification for using Bass' (1985) theory was that knowledge share from leaders to followers is a central component to developing future experts (Luntz, 2011). Attentive organizational leaders benefit more from identifying goals early on to align followers' skills, influence attributes, promote innovation, and motivate participation as a form of equal commitment between the leader and its followers (Bass, 1985). Commitments among leaders and followers, as noted by Nonaka (1994) and Bass (1985), strengthen as goals are open-ended for interpretation and creative thinking by followers, which subsequently, increase higher performance by individual employees.

I chose both Nonaka's (1994) and Bass' (1985) theories to illustrate how knowledge creation and transformational leadership aids in the retention of tacit and explicit knowledge by way of employees' communicative involvement in reaching organizational goals, and becoming intrinsic to strategic solutions. The constructs presented in both these frameworks conceptually present employee individuals as integral components to organization success, in alignment with Farooqi et al. (2014). I did not investigate individual behavior because I did not seek to understand individuals' responses to stimuli, but rather understand their involvement with organizational goals.

Multi-Generational Workforce

The current U.S. workforce is composed of four generational cohorts: the Traditionalists, Baby Boomers, Generation X, and Generation Y (also known as

Millennials; Cogin, 2012; Sanaei, Javernick-Will, & Chinowsky, 2013). These four generations of employees work intimately within the same work environment for a weekly average of 40 hours (Jacobs & Gerson, 1998). Each generation possesses different morals, values, ambitions, work ethics, and styles (Gursoy, Chi, & Karadag, 2013). Due to the massive expected workforce reduction, there are several issues related to knowledge loss among small consulting businesses.

Baby Boomers are perceived as loyal to their jobs, giving up their personal interests, and staying with their employer for periods surpassing 10 to 20 consecutive years (Appelbaum et al., 2012b). Bennett, Pitt, and Price (2012) and Sanaei, Javernick-Will, and Chinowsky (2013) indicated that older employees, born before 1946, do not offer the same attitude as Baby Boomers do toward their employers, seeing their jobs as obligations rather than opportunities. Younger employees, between the ages of 25 and 35, regularly rotate jobs in periods less than every 4 years (U.S. Department of Labor, 2014). Appelbaum et al. (2012b) and the U.S. Department of Labor's (2014) findings suggest that younger employees do not offer the same richness in tacit skills held by Baby Boomer employees who remain with their employers for periods extending 5 years.

According to Lyons and Kuron (2013), generations' character differences are largely due to their distances in age. Each generation's personality cultivation occurs during their youth from which the environment, known as a *period effect*, influences individual behavior (Gursoy, Chi, & Karadag, 2013). Understanding character differences is imperative to understanding how multi-generational employees can work together to achieve a common goal (McKinney, 2012).

Becoming well-versed in the characteristics of each generation facilitates innovative approaches of work designs and methods to promoting employee interaction for knowledge transfer (Bennett et al., 2012; Hernaus & Vokic, 2014). Bratianu and Orzea (2012) argued that experienced researchers can determine specific differences and characteristics of each generation to determine if their knowledge would undergo restructuring into a hierarchy of goals, strategies or criteria, and activities or alternatives to obtain a deeper understanding of knowledge share and transfer from one generation to the next. The approach for how leaders capture, transfer, and retain knowledge is beneficial to small businesses, a phenomenon meriting study for organizational sustainment (Kuyken, 2012). An organizations' loss of such tacit skills, explicit familiarity, and specialized expertise could result in customer deficit and operational failures (Kim & McLean, 2012). It is important for organizational leaders to explore the impressions employers may face as the Baby Boomer generation migrates from the workplace, to understand and determine the type of knowledge to capture and work environment required for knowledge share and transfer (Chien-Hsing, Shu-Chen, & Lan-Hsin, 2010). Understanding these impressions may guide small business leaders in developing practices to retain tacit and explicit knowledge for similar cases of potential brain drain.

The intent of this study was to explore strategies that might afford leaders seeking leveraging initiatives to mitigate knowledge loss, reluctance in knowledge share, a potential decrease in productivity, resource shortage, and business shutdowns through the creation of new knowledge that transformational leaders guide (Chi, Maier, & Gursoy, 2013; Joe et al., 2013). In order to assert a span of generational boundaries to promote knowledge share and transfer, leaders should build a relationship with each generation to determine a) the knowledge type, b) methods for sharing and transferring, c) recourses for challenges, d) and benchmarks for success to connect organizational knowledge with advantages (Sanaei, Javernick-Will, & Chinowsky, 2013).

Traditionalist. Members of the Traditionalist generation are survivors of the Great Depression and were primarily born before the end of World War II (Bennet et al., 2012; Sanaei et al., 2013). Characteristics of this cohort include patriotism, being dutiful workers, profound loyalty, little to no education, and valuing formality (Sanaei et al., 2013). Cogin (2012) conducted a multiple analysis of covariance indicated a significant generational difference regarding work values, placing the Traditionalist cohort as the hardest workers. According to the United States Department of Labor news release (2013), there is a small increase in older workers' presence in the labor force. An idea behind this increase possibly is employees living longer lives through advanced medicine or being socially inclined to stay mobile and active (Islam, Low, & Rahman, 2012; Nakano, Muniz, Batista, 2013). Still, medical issues are a leading factor for why older workers, i.e., Traditionalists, retire (van den Berg et al., 2010). According to Sanaei et al. (2013), the knowledge that the Traditionalist cohort offers is limited due to the characteristics of complacent attitudes toward stratum growth, minimal education levels, and lack of technical experience. The Traditionalist would only be able to provide their technical dimension of tacit and explicit knowledge by way of text data (Sanaei et al., 2013).

Baby Boomers. The Baby Boomer generation includes individuals born between 1946 and 1965 (Cogin, 2012; Kuyken, 2012). Representing an acute spike in birth rates during and after World War II, the Baby Boomers' experiences spawned general characteristics of optimism, idealism, workaholic, and highly competitive behaviors (Sanaei et al., 2013). Pierson (2013) made reference that the Baby Boomers are the best-educated and skilled employees in the United States. The Baby Boomers makeup nearly two-thirds of the United States' laborers, and are mainly in lead positions (Chi, Maier, & Gursoy, 2013). These lead positions are essential to the growth and stability of an organization (Hansen & Leuty, 2012).

Baby Boomers' knowledge and tacit experience levels are noticeably affecting how organizations operate, especially when no replacements remain to backfill this capacity. Pennell (2010) noted that the Baby Boomers' knowledge base and characteristics are more extensive, making it harder for leadership and managerial positions to backfill with new entrants or even mid-level employees. Employers are finding it harder to recruit and retain similar work ethics of the Baby Boomer generation (Cogin, 2012). Cogin's (2012) conducted a study using a Protestant Work Ethic (PWE) scale to measure work values among generations; Akbarnejad & Chanzanagh (2012) used a similar instrument to study whether PWE correlates with socio-economic status or gender role attitude. Cogin (2012) learned that a significant difference exists among the Baby Boomer generation (x = 4.92) and Generation X (x = 3.31) as well as Generation Y (x = 2.19) regarding hard work. Additionally, a one-way analysis of variance presented a significant difference regarding generational attitudes toward employees' moral importance of work that yielded an $x = 1.341$ between the youngest cohort and the older generation (Cogin, 2012). Small business employers that possess limited resources to replace the participation of the mass number of knowledgeable workers exiting their labor force within the next 10 years will need to adopt strategies to capture and retain the tacit and explicit knowledge of Baby Boomers to remain sustainable (Castro &Montoro-Sánchez, 2013).

Generation X. Generation X includes individuals born between 1965 and 1980 that seek credibility over likability (Mohr, Moreno-Walton, Mills, Brunett, & Promes, 2011; Schoch, 2012). The Generation X cohort is equally competitive with the Baby Boomers; however, the Generation X placed strong emphasis on work-life balance (Sanaei et al., 2013). Eikhof, Warhurst, and Haunschild (2007) described *work-life balance* as the concept for employees to be able to prioritize their careers and personal lifestyle as a mechanism of being happy and more productive in both. Generation X are derivatives of the idiom, *work hard, play hard* (Schoch, 2012). The Generation X tend to value family and friends over institutional recognition. However, the Generation X are most productive when their work receive evaluations as accomplishments (Mohr et al., 2011).

A major discontentment found among the Generation X employees is their lack of respect for authority and resilience to teamwork project types (Yi, Ribbens, Fu, & Cheng, 2015). The Generation X value their independence, preferring to use self-reliance rather than advisement, and challenges authority on uninformed decisions (Sanaei et al., 2013). Leaders will need the understandings to align multigenerational differences with organizational goals while the Generation X's characteristics may otherwise hinder the growth of an organization because their lack of interest in knowledge share and transfer (Wright et al., 2012).

Generation Y (Millennials). Members of Generation Y, also referred to as Millennials, are acute technological individuals born between the years 1980 and 1999 (Bennet et al., 2012; Schoch, 2012). The traits and mannerisms noted of the Millennials include attention seekers, opportunist, financially driven and lacking person-to-person social skills (Cogin, 2012). Millennials are more inclined to communicating via computers, using social sites, email, and instant messaging rather than walking up to their colleagues and leaders.

The preceding generations operated their work in structured and formal settings. Yet, Millennials seek to perform assigned tasks in an environment that offer the most flexibility, in pursuit of instantaneous rewards on solitary achievements (Hernaus & Vokic, 2014). Feige, Wallbaum, Janser, and Windlinger (2013) further supported the idea of safe and comfortable work environments, that when particularly are personally controlled, have a direct impact on the satisfaction and productivity of workers.

However, any lacking or disruption in the Millennials' accommodations is a determining factor for which Millennials seek new employment (Hernaus & Vokic, 2014; Laird, Harvey, & Lancaster, 2015). When Millennials become dissatisfied, employers suffer. Employers tend to suffer due to the little return on investment received after providing Millennials with lengthy hiring assessments, intricate and extensive training, sizeable benefits, and high salaries, only to have them abruptly leave (Hokanson et al., 2011).

Demographic Changes

Mohsin, Lengler, and Kumar (2013) indicated that employees tinker with seven premises before determining their next career move: level of professional and organizational enthusiasm, stimulation at work, the impact of work on social and family life, organizational loyalty, relationships with supervisors, job security, salaries, and additional benefits. Another reason to consider is health concerns or an employee’s quality of life (Kanfer, Beier & Ackerman, 2013). Yet, Chand and Tung (2014) have discredited an employee’s health as a factor for exiting employment since studies are reporting prolonged life expectancies, from 48 years in 1955 to 68 years in 2010, as a primary result of advanced science.

While recent reports are projecting a rise of older workers participating in the labor force longer, similar reports are showing a decline in overall human reproduction (Anderson & Hussey, 2000). Anderson and Hussey (2000) noted that by the year 2020, the United States’ population of individuals ages 65 and older would increase to 16.6% from 12.5% in the year 2000. This increase in age population, which decreases the mortality rate, succeeds the fertility rate (Chand & Tung, 2014). Since 1995, the United States has had a significant decrease in fertility of 3.0 to 5.0 children per woman, and while presently at roughly 2.5, the projected fertility rate will dwindle between 1.5 to 2.0 children per woman by the year 2020 (Anderson & Hussey, 2000; Chand & Tung, 2014). An aging population combined with decreasing birth rates over several decades, are ingredients for a shrinking labor pool (Chand & Tung, 2014; Lub, Bijvank, Bal, Blomme, & Schalk, 2012). Since there is a 16-year lag for which new employees enter the labor force, the potential output growth for businesses bear a negative impact per capita (Prettner, 2013; U.S. Department of Labor, 2012). Business leaders noting an increase in human life mainly attributed to the advancement in technological treatment and medicine, with little hope for skilled-employee replacement may lead employers to expect more from their older workers (Madison & Bockanic, 2014).

The Baby Boomer generation may have pioneered, contributed, cultivated, and influenced collectively, the environmental, operational, technological, and social aspects of the world; more than any other known generation to date (Kiyonaga, 2004; Kuyken, 2012; Schoch, 2012). The Baby Boomers' reputation speaks volumes, not just for its vast population in representation, but also for their roles as leaders (Madison & Bockanic, 2014). Making up between 35-45% of the labor force, Baby Boomers represent between 55% and 70% among the leadership pool in major firms, hospitals, and businesses; equipped with large salaries and rounded brains to match (Festing & Schäfer, 2014; Madison & Bockanic, 2014; Mohr et al., 2011; Shragay & Tziner, 2011). Over the years, the Baby Boomers have cultivated an organic leadership style and harmonious work environments that place values and ethics at the top of the chain (Andert, 2011). Some of the nation's renown Baby Boomers include famous pioneers as, Bill Gates [for technology], cultivators as Oprah Winfrey [for social involvement], and past and present influential leaders as Former President George W. Bush and President Barack H. Obama [for operational and environmental transformations]; all whom possess winning principles for extraordinary success (Luntz, 2011; Madison & Bockanic, 2014). Baby Boomers having brought such richness of knowledge and principals into the world might stagnate industry growth in small consulting businesses should they escape their roles as senior leaders and trendsetters (Luntz, 2011). Retaining such knowledge from this cohort is important to alternate and sustain similar leadership principals upon their departure (Andert, 2011).

Recent evidence in the labor market indicated that the demand for high-level, skilled talent remains significantly high among businesses (Vaiman, Scullion, & Collings, 2012). Research has yielded little resolution for talent substitution (Singh, Gupta, & Sahu, 2014). In most cases, small businesses with high employee turnovers coupled with scarce specialized professionals and slow replacements will result in failure (Perrigot, Hussain, & Windsperger, 2015; Vaiman et al., 2012). Business leaders will need to focus on ways to improve the knowledge quality of their workers to achieve economic prosperity, which depends on the quality of its workforce (Bloom, Boersch-Supan, McGee, & Seike, 2011). Since small firms, like small consulting businesses, have fewer resources, their improvement strategies should start with knowledge and talent extraction from their current human capital before departure (Campbell, Coff, & Kryscynski, 2012).

Baby Boomers' Migration

As the Baby Boomers' mass migration from the workplace represents a *brain drain*, often noted as a loss of highly skilled and expanded expertise, a large percentage of the Baby Boomers are considering another career skill (Madison & Bockanic, 2014).

Previous research indicated that roughly 50% of retirees retire partially and of that amount 15 to 24% return to the labor force (Cahill, Giandrea, & Quinn, 2011; Tang et al., 2012). Studies that are more recent have shown eligible retirees, i.e., Baby Boomers, as having *bridge jobs*, or as being *multiple jobholders* to transition them into retirement or new careers (Cahill et al., 2011; U.S. Department of Labor, 2014). According to Correspondent Bob Moulesong (2011) of the Times of Northwest Indiana News, a *bridge job* is an overpass for employees crossing over from full-time work to retirement or a short-term job that will eventually lead to an employee gaining a new full-time career. Differently, *multiple jobholders*, that as of July 2015 include 4.8% of the labor force, are persons working part-time on primary jobs, while also working full-time on a secondary job (U.S. Department of Labor, 2014). Varied surveys indicated that over 70% of Baby Boomers expressed interest in methods for bridging and transitioning employment rather than full retirement (Pengcharoen & Shultz, 2010). Both of these methods were notable ways Baby Boomers are transforming into self-employed labor participants.

The Baby Boomers are taking their decades of knowledge and experience to become encore entrepreneurs, saturating the small business sector with newer ideas and talent (LeaMond, 2014). According to the United States Small Business Administration (SBA, 2012), the agency is launching a strategic alliance with American Association of Retired Persons (AARP) to promote encore entrepreneurs, individuals over 50 that are interested in starting or running a small business. The SBA and AARP, noting results from a self-assessment survey indicating one in four individuals ages 44 to 70 will seek work during or after retirement, hosted an event for potential encore entrepreneurs

(McLeer, 2013). The SBA indicated that since many highly skilled Baby Boomers are already working pass the age of retirement and staying active in the labor force, encore entrepreneurs will boost the economy further by transforming their years of professional knowledge and experience into lucrative work (U.S. Small Business Administration, 2012). Small businesses possessing a highly skilled and knowledgeable workforce attract investors and stakeholders seeing human capital as essential resources to business growth long-term sustainment (Wadeson & Ciccotosto, 2013).

Knowledge Types

Small business leaders, having such limited resources, must think analytically, innovatively and systematically to maximize the potentials of its capital. Martín-de-Castro and Montoro-Sánchez (2013) suggested that the best knowledge asset an organization has been its human intellectual capital. According to Alipour, Idris, and Karimi (2011), knowledge includes the entire form of cognition and talent, which individuals use during situations of problem-solving. Small businesses investing in and retaining such knowledge capital creates a competitively sustainable advantage for businesses (Lub et al., 2012).

Utilization of these leadership skills might afford small businesses with system analysis to identify organizational opportunities and improvements of the know what and operational *know-how* to remain competitive post-Baby Boomer exodus (Wadeson & Ciccotosto, 2013). Small business leaders exploring the knowledge that their employees contain will bear minimal financial burdens through the process of capturing and storing knowledge internally, which would otherwise cost to obtain externally (Wadeson &

Ciccotosto, 2013). Polanyi and Nonaka indicated two types of knowledge, explicit and tacit knowledge as Chen (2012) reiterated. Different types of knowledge may assist small businesses in activities critical to an emerging workforce and talent deficit by creating new knowledge combinations (MacGregor & Madsen, 2013).

Tacit knowledge. With nearly 50% of its labor force retiring, small business firms are under intensifying pressure to foster organizational learning and develop internal competencies to lessen the impact associated with the changing environment and retirement disruption (Bolívar-Ramos, García-Morales, & Mihi-Ramírez, 2011; Collins, 2011). As the Baby Boomers are exiting their long-time employers, interests in employees' productivity based on their *tacit knowledge* and *know-how* are increasing (Biron & Hanuka, 2015). The general description of tacit knowledge is intangible, implicit, and highly complex knowledge profoundly attached to people, which is difficult to identify, access, teach, or express (Dinur, 2011). Tacit knowledge focuses on deeper, richer, and more complex knowledge that is difficult to articulate or codify, having a more personal quality (Nonaka, 1994). Since tacit knowledge is so personal, to which the receiver learns by doing, communication is essential to transfer it to an explicit form (Panahi, Watson, & Partridge, 2013).

Nonaka (1994) indicated that the transfer of tacit knowledge into an explicit one occurs through dialogue, and amplified into new knowledge appropriate for organizational sustainment. The conversion of tacit knowledge into explicit knowledge, known as externalization, supports new knowledge creation (Nonaka, 1994; Nonaka et al., 1996). With Baby Boomers making up to 70% of the leadership positions, hosting much of business' *tacitness*, leaders must absorb tacit knowledge, and transfer it into explicit knowledge for newer employees (Dinur, 2011; Festing & Schäfer, 2014; Madison & Bockanic, 2014; Wadeson & Ciccotosto, 2013). Though *tacitness* is most valuable in its original state, transferring relevant knowledge is essential for new organizational thinking to remain viable (Nonaka & von Krogh, 2009). Maskell and Malmberg argued that access to internal tacit knowledge enables firms to nurture a competitive edge in the industry as Ryan and Power (2012) reiterated. Access to and cultivation of internal human capital is a way to build on existing knowledge; leading innovation of a new approach to old processes (Nonaka, 1994; Suresh, 2013). Therefore, small business leaders must build mutual and influential relationships with their retiring Baby Boomers to ensure capture and retention of *tacitness* into explicit, tangible knowledge (Luntz, 2011).

Explicit knowledge. Differently from tacit knowledge, explicit knowledge withstands the process of coding, making it easier for communicating, sharing, and storing the knowledge of information technology (Chuang, Jackson, & Jiang, 2016). Explicit knowledge is the *know-how* that comes from resolving problems, overcoming barriers, and making everyday life decisions (McIver et al., 2013). Since explicit knowledge is spoken, transmitted into formal language, written down, identified, and taught with much less effort than tacit knowledge, leaders must identify the knowledge levels of *tacitness* for knowledge transfer that is useful to reduce ambiguity between the knowledge provider and receiver to maximize knowledge retention (Chien-Hsing et al., 2010; Dinur, 2011; Nonaka, 1994).

Internalization, the action of embodying explicit knowledge and converting it into tacit, operational knowledge to develop *know-how*, by doing (Nonaka, 1994; Nonaka et al., 1996). Through efficient tacit knowledge transfer, organizations stand to gain activities critical to decision-making, problem-solving, and innovating new knowledge for survival (MacGregor & Madsen, 2013; Nonaka & von Krogh, 2009). The potential loss of such critical talent among the Baby Boomer employees is huge to small businesses, which will initiate a massive forced-recovery process (Appelbaum et al., 2012b).

Talent management. One major concern small businesses are having with Baby Boomers leaving is talent shortage (Oladapo, 2014). Managing talent within an organization is beneficial and valuable as it is a creation of high-performance and sustainable solution to meet strategic and operational goals (Kim & McLean, 2012). Festing and Schäfer (2014) indicated that talent shortages will continue as the need to retain the knowledge and competencies of older workers become more evident. Managing, developing, and retaining these talents are essential to small businesses achieving its mission and staying competitive. Odell and Spielman stated that talent management is more than managing smart people, but also about integrating human capital with intangible resources of individuals' knowledge and skills as Kim and McLean (2012) reiterated. Considerably, talent management is a necessary approach to ensure productivity, profitability, and sustainability of an organization (Oladapo, 2014). Small business leaders unable to find skilled talent amongst their dwindling labor pool may seek incentives appealing to retiring employees, building a relationship of an extended commitment (Schlosser, Zinni, & Armstrong-Stassen, 2012).

Employer-Employee Commitment

The success of a business depends on the use of resources and support of talent committed to performing work (Kim & McLean, 2012). Brown, McHardy, McNabb, and Taylor (2011) conducted a study, which included 1,432 samples, yielding results of a direct correlation between committed employees and high-performance workplaces, specifically among older workers versus their younger counterparts. Baby Boomers' attitudes toward continuance of work, ethics, and emotional commitments combined are characteristics leaders seek to face the demography changes ahead (Tang et al., 2012). Though there is a self-commitment among some Baby Boomers, there is a responsible commitment of small business leaders to ensure employee satisfaction, primarily based on organizational experiences and involvement (Festing & Schäfer, 2014). Employees that express satisfaction with their jobs associate commitment and loyalty to their leaders, which is a direct result of a follower's personal experience with having a positive relationship and support from the organization (Shragay & Tziner, 2011). Followers that have positive relationships with their leaders often remain with the company, weathering situations (Luntz, 2011). The dedication and commitment of followers become emotional ties, which often lead to innovation and improved productivity (Tang et al., 2012). Employer-employee commitment is presumably higher when satisfaction is mutual.

Leaders. Leaders should take a vow of commitment, similar to its employees, or followers rather, to support business goals. Leaders whom sole purpose is goal achievement will lead systematically, offering vital tools in complex situations to its followers for appropriate actions, and is employee-focused to support their followers (Luntz, 2011). Each of the four Is in association with leadership characteristics, idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration; motivate followers into achieving organizational goals (Bass, 1985, 1991; Bass & Avolio, 1993; Stewart, 2006; Wright et al., 2012). The four Is are similar to the four traits successful leaders, by way of communication, use to transform and revolutionize people to endure situations, establish a sense of purpose, and achieve mutual goals (Bass & Avolio, 1993; Luntz, 2011; Kark, Waismel-Manor, & Shamir, 2012). Wright et al. (2012), hypothesized that the behaviors of transformational leadership will have an indirect, positive effect on employee mission by clarifying the influenced organizational goal. The results of Wright et al. (2012) indicated that the motivation inspiration of a transformational leader has a statistically significant effect on mission achievement through goal clarity ($p < .05$). Luntz (2011) presented a simple leadership formula of listening, learning, helping, and leading. By listening to employees, leaders go through a transformation process to be able to help inspire the employees to learn tasks necessary for achieving a shared goal.

Leaders must also create a system that addresses both potential threats while offering opportunities that will mitigate impediments and promote competitive advantages. As the Baby Boomers begin to retire, the central goal for small business leaders and their employees will be tacit and explicit knowledge retention. A culture of knowledge share and transfer that a business leader cultivates promotes growth for its followers, business processes, operating systems, and holistically, the organization (Hokanson, Sosa-Fey, & Vinaja, 2011). Knowledge share and transfer requires all individuals involved to participate actively and communicate the same language, enabling goal alignment (Dinur, 2011; Luntz, 2011; Nonaka, 1994). However, leaders are primary in maintaining corporate social responsibility for ensuring choices made and actions taken do not defile the welfare of anyone but instead contributes to the interests of the organization (Lacey & Groves, 2014). By doing so, leaders build a mutual trust among its followers (Rodrigues & Veloso, 2013).

Followers. According to Brown et al. (2011) and Chand et al. (2014), organizational trust and pride in leadership are significant predictors of organizational commitment. Building trust happens in ways of equality, communication, respect, and recognition (Luntz, 2011). When building a sustainable talent supply, small businesses need to place emphasis on not only acquiring and retaining high performers but also cultivating internal employees with potential to encourage an increase in their knowledge share and output abilities (Kim & McLean, 2012; Luntz, 2011; Paarlberg & Lavigna, 2010). It is important to treat everyone the same unless the specific job requires otherwise (Lawler, 2011).

Followers react highly to their leaders when there is a clear understanding of the tasks, purpose, and vision, morally motivated, and given recognition at task completion (Bass, 1991; Wright et al., 2012). A follower’s high reaction is often out of admiration, resulting in emulation of the leader, referred to as idealized influence (Stewart, 2006). As employees participate more in workplace decisions, employees begin to align their commitment with the organization's, providing a heightened sense of importance to the individual (Paarlberg & Lavigna, 2010). Baby Boomers are considerably the most well-rounded individuals to offer respect, loyalty, and talent to an organization (Helyer & Lee, 2012). The Baby Boomer followers, noted as being high talent performers, well-committed to their work, distinguished, and having innate skills and high work ethics, are the foundation and sustainment of companies (Helyer & Lee, 2012; Hokanson et al., 2011; Wadeson & Ciccotosto, 2013; Yi et al., 2015). These characteristics are critical to operational sustainment and industry growth of small businesses, making tacit and explicit knowledge transfer essential principals of ensuring followers' alignment with organizational goals (McKinney, 2012). Small business must acknowledge that such knowledge could only develop, meet systematic storage, and transfer successfully when recipients actively and willing participate (Dinur, 2011; von Krogh, Nonaka, & Aben, 2001).

Ethical behaviors. Since Baby Boomers have similar traits as *high Protestant ethic individuals*, those considered as individuals that live to work, and nurture harmonious relationships, the need for relationship building is minimal (Tang et al., 2012). This cohort typically goes beyond their job descriptions to meet the deadlines given and please their leaders (Gordon & Steele, 2005). Still, employers must not take advantage of the Baby Boomers' loyalty and commitment in a form of obligation, extending the organizational citizenship behavior (OCB) beyond the roles of forced acts rather than voluntary behaviors (Bolino, Klotz, Turnley, & Harvey, 2013). In an organization, OCB relates to the contribution employees make beyond the official demands of the job acting as an effective agent for the greater benefit of the organization (Shragay & Tziner, 2011). The commitment to performing OCB activities should be mutually agreeable between the employer and employee to safeguard potential abuse and reassure trust (Bolino et al., 2013). The more employees feel a psychological attachment and able to identify with an organization's goals, the probability of trust and interaction increases, which exposes an opportunity of gaining social capital about sharing and transferring knowledge (Martínez, Galván, & Palacios, 2013).

Motivating Knowledge Share and Transfer

A primary survival method for small businesses is the process of sharing and transferring tacit knowledge into both an explicit and tacit understanding (Nonaka, 1994; Ryan & Power, 2012). An organization's knowledge creation process identifies internal knowledge resources and learning capabilities as key drivers of innovation within the firm, serving as leverage to sustain a competitive advantage comprised of explaining knowledge creation, development, sharing, absorption, transcription, and application (Martín-de-Castro & Montoro-Sánchez, 2013). Nonaka (1994) offered a spiral model to knowledge creation from origin to limits and then to becoming and then existing, passing through each layered element by way of continual discussions between explicit and tacit knowledge while expanding and redefining until new knowledge is complete. Knowledge creation will surface where the opportunity for socialization through communication, interaction, and observation, in a lived community, share experiences (Nonaka, 1994). Sharing knowledge is achievable through social interaction, tacit-to-tacit, between groups or individuals, which include the acts of receiving and giving information (Dinur, 2011; Oliva, 2014; Pilerot & Limberg, 2011).

Differently, knowledge transfer involves sharing knowledge from the knowledge source and the acquirement and application of knowledge by the recipient through transcribed procedures (Oliva, 2014). Knowledge is a central asset affecting decisions and allocation of resources to position the organization's capital to maximize its competitive advantage strategically (Wagner, D., Vollmar, & Wagner, H. 2014). One way to master this process is by motivating employees' participation (Nonaka, 1994). A focus of good transformational leaders is to motivate employees to achieve the established goal (Bass, 1985). Motivation is a way to influencing followers into performing a task willingly while committing to doing so emotionally (Luntz, 2011; von Krogh, Nonaka, & Aben, 2001). The willingness to share and transfer knowledge throughout an organization depends on the resources embedded in the organization's social relations and structures (Sanaei et al., 2013). Recently, many researchers and businesses are focusing on how to motivate employees to retain the tacit and explicit knowledge from the Baby Boomer generation before their retirement (Kim & McLean, 2012; Oladapo, 2014; Vaiman et al., 2012).

Attitudes and behaviors. Shaw and Fairhurst (2008) argued that assignment of internal Baby Boomers as coaches and mentors be an important means of securing knowledge share and transfer within an organization as Bennett et al. (2012) reiterated. These individuals have cultivated the processes of the Traditionalist, paved equalities for the Generation X, and adapted to technological streams of the Millennials for advancing businesses solutions (Bennett et al., 2012). The attitudes and behaviors of the Baby Boomer cohort are admirable to leaders who seek such talent, combined with the right values and intentions to carry the business into the future (Beck, 2012). Having the right values can indirectly influence and improve an organization's performance (Luntz, 2011). Bennett et al. (2012) described the Baby Boomer generation as hard working, being team players, and embracing challenges head on through goal alignment, to work efficiently. According to Senge (2006), when individuals become more aligned, commonality of direction emerges, and performance excels.

General perceptions. Knowledge originates within the individual, embedded in their perception, experience, and understanding of events (Nonaka, 1994; Oliva, 2014). Yet, knowledge creation can also take place by creating explicit knowledge from other explicit knowledge, referred to as combination, where extracting, sorting, and recontextualizing information creates new knowledge (Nonaka, 1994). Leaders must investigate the specific perceptions to determine what knowledge is relevant to building a rich talent pool to fill the talent gap Baby Boomers will soon open (Festing & Schäfer, 2014; Oladapo, 2014; Ropes, 2013). The perception leaders have regarding the Baby Boomers differ from other generations, showing a greater concern for significant talent shortage commencing at their retirement (Oladapo, 2014). Particularly, the perceptional traits of Baby Boomers are welcoming as they are patient, prefer face-to-face meetings, well prepared, and open to direct communication with others (Burch & Strawderman, 2014). The Baby Boomers' knowledge within a company is a wealth of stock that could support knowledge network; a tentative conclusion on facts or procedures previously experienced (Chunlei, Rodan, Frun, & Xiaoyan, 2014).

Purpose and incentive. Leaders should take notice of the *win-win* situation that Baby Boomers pose when wanting to leave their mark (Andert, 2011). Individualized consideration allows the organization to amplify OCB productivity and capitalize on its internal knowledge resources to transfer the tacit *know-how* and explicit experience at minimal cost (Ebrahimpour, Zahed, Khaleghkhah, & Sepehri, 2011). According to Andert (2011), Baby Boomers' satisfaction with their job is personal gratification by public recognition, for the most part, and other times through monetary rewards.

Challenges

Challenges are inevitable in situations of dramatic changes in labor force causing talent shortage (Martins, E. & Martins, N., 2011). These challenges can either initiate a restructure in the way small businesses operate more efficiently or otherwise, cause havoc due to the lack of resources or understanding of how to manage resources on-hand (Wadeson & Ciccotosto, 2013). According to Stewart (2006), inspirational motivation generates challenges to motivate eagerness in individuals to achieve goal commitment. In either situation, the demographic shift due to the mass exodus of the Baby Boomers causing a reduction in talent will require a revamp in organizational knowledge retention, creation, and transfer (Kim & McLean, 2012).

The importance of team players is crucial as they serve as the central component for achieving an established organizational goal (McKinney, 2012). According to McKinney (2012), effective questions to followers can be catalytic in the development of groundbreaking or disruptive knowledge innovation. In developing these questions, small businesses can neutralize resistance to change (McKinney, 2012). Using the four-part FIRE plan: focus, ideation, ranking, and execution, revitalizes knowledge innovation for reoccurrence, closing the gap in talent shortage (McKinney, 2012). Business leaders will need to adopt diverse methods for innovatively managing each generation, giving specific attention to the Baby Boomers because of their distinction in contribution to the overall organizational sustainment (Cekada, 2012; Martins & Meyer, 2012).

Knowledge Management Strategies and Methods

Small business leaders should consider KM and teaming initiatives to mitigate potential knowledge loss (Durst & Edvardsson, 2012). In KM, small business leaders must consider effective ways to manage the processes for sharing, capturing, cultivating, retaining, and transferring knowledge (Hokanson et al., 2011; Nonaka, 1994). Small business leaders will also need to develop communicative learning environments as a way to promote communication among all generations, which enhances knowledge dissemination (Nakano, Muniz, & Batista, 2013; Ropes, 2013).

Leaders may consider learning environments that intellectually stimulate employees by hosting open discussions, free of criticism, to obtain new, creative ideas that would support the organization’s vision of improving old processes (Bass, 1995; Stewart, 2006). All generations can participate within the learning environment. Teaming initiatives, such as mentoring, provides leaders and all of its diverse followers the opportunity to work intimately with each other to engage in communication and knowledge sharing (Christopher & Tanwar, 2012).

Succession planning. Small businesses are becoming particularly concerned with forms of succession planning to mitigate potential knowledge loss as talented labor pools diminish and the impending retirement of Baby Boomers approaches (Wadeson & Ciccotosto, 2013). According to Pennell (2010), succession planning is a systematic method for identifying future needs and developing potential employees to fill key business leadership roles to meet those needs. Stewart (2006) also indicated that leaders must account for individual consideration to ensure employees have what they need, and further determining the need to develop new leaders within a supportive climate. Succession planning is an opportunity to enhance the availability of internally experienced and capable followers who has established a commitment to fulfill their self-interest in organizational goals (Paarlberg & Lavigna, 2010; Wadeson & Ciccotosto, 2013). Appealing to the retiring employees, small business leaders will need to offer reciprocity; presenting opportunities that will interest the knowledge holders to remain long enough for unloading tacit and explicit knowledge to receivers (Chien-Hsing et al., 2010; Harvey & Kou, 2013).

One method small business leaders may consider retaining retiring staff is under conditions of a *bridge job* (Kerr & Armstrong-Stassen, 2011). Bridge jobs are an extension of current work on a part-time basis that prolongs and eases the transition into retirement (Kerr & Armstrong-Stassen, 2011; Moulesong, 2011). The intent of leaders offering this form of labor participation is to retain highly qualified workers with tacit and explicit knowledge and experience to ensure no interruption in operational continuity (Topa, Alcover, Moriano, & Depolo, 2014). Another method small business leaders may consider is *talent pipeline*, which is a pilot program that spawns in-house leaders (Burbach & Royle, 2010). Government agencies have initiated and developed this type of workforce over the years as a part of addressing projected loss of talented leadership, by recognizing initial talents from early contributors to executives (Burbach & Royle, 2010; Office of Personnel Management, 2013). A major part of this initiative is to review the skills and qualifications similar to those leaving to set standards for the talent sought (Festing & Schäfer, 2014). By establishing talent standards, leaders can hire or promote the most qualified and suitable replacements of retiring Baby Boomers, which efficiently reduces the gap in talent shortage (Hall-Ellis, 2015).

Mentoring. A common concern that most small businesses try to avert is cost (Hall-Ellis, 2015; Wadeson & Ciccotosto, 2013). Whether it is training, development, or hiring, employee cost is evident. Small businesses are knowledge-intensive and rely heavily on their Baby Boomers' knowledge and experience (Hokanson et al., 2011). Because nearly 47 % of the labor force is retiring by the year 2016, small businesses should adopt strategies to mitigate knowledge loss (Stevens, 2010). Additionally, small business leaders must be able to gain the credence from its retiring employees to obtain critical tacit and explicit knowledge (Ropes, 2013). An economical way to alleviate some costs is through internal mentorship programs (Appelbaum et al., 2012a; Bennett et al., 2012). Mentoring is the process of directly sharing and transferring tacit knowledge from skilled and experienced employees to newly entrant employees who can document into explicit understanding (Massingham, 2014). Mentoring schemes are an established way in which businesses harness the skills of their older workers to develop the skills of their younger generations (Helyer & Lee, 2012). In a previous case study by Helyer and Lee, a northeast engineering company employs some of their specialists and more experienced workers (who have retired) on a part-time basis to mentor newer and less experienced staff; noting that the specialists are the company's most valuable staff as Helyer and Lee (2012) reiterated. The success of KM initiatives depends on knowledge sharing among individuals (Forcada, Fuertes, Gangolells, Casals, & Macarulla, 2013). Mentorship promotes dialogue among generations (Gursoy et al., 2013; McIver et al., 2013). Diverse mentoring or intergenerational learning and training are KM initiatives that can develop knowledge and attitudes among employees for collaborating ideas for resolving issues efficiently and effectively (Kim & McLean, 2012; McIver et al., 2013; Nakano, Muniz, & Batista, 2013).

The main component responsible for making knowledge sharing systems work is people; typically those sharing a common interest (Laufer, 2012). Lub et al. (2012) stated that the Baby Boomer cohort's focus is on consensus building and mentoring within an organization. The Baby Boomers, pending retirement, are eager to share their tacit and explicit knowledge, and welcome the opportunity to relish in the moment of others shadowing them (Appelbaum et al., 2012a). Baby Boomers mentoring other employees could happen in a traditional one-on-one setting, or as a group. Apprenticeship, or one-on-one mentoring, allows for specialized training and privacy to ask simplest questions without judgment (Harvey, 2012; Ropes, 2013; Swart, Kinnie, Rossenberg, & Yalabik, 2014). Group mentoring takes the form of having one or more experienced employees guiding a group of individuals in discussions made up of multigenerational work teams

(Ropes, 2013). Dolezalek suggested another way to promote mentorship is by developing communities of practice (CoP) as cited Bennett et al. (2012) reiterated. A CoP is a group of people that have a common interest in sharing ideas to deepen the communities' knowledge and expertise (Krishnaveni & Sujatha, 2012). Small business leaders should consider the appropriate KM initiative to utilize the readily accessible resources to retain tacit and explicit knowledge in a manner that is most efficient and effective holistically.

Theories for Knowledge Retention

There were several factors noted to consider during the process of ensuring knowledge retention within an organization. Formalizing knowledge management strategies through interaction will help leaders of an organization to create, transfer, and manage internal and external knowledge effectively (Chen, 2012). Knowledge creation is essential to knowledge retention; however, effective leaders are the drivers of the process. Leadership that takes on a transformative role within an organization does so to implement positive changes from its followers (McKinney, 2012).

Nonaka's (1994) knowledge creation theory. Over the next 5 years, organizations employing a significant number of Baby Boomers should analyze future needs to prevent the loss of their company's critical knowledge by involving a process to capture and transfer the knowledge of its retirees (Appelbaum, 2012a). Exploring and understanding the communications between individuals during Nonaka's (1994) knowledge creation process builds the framework for understanding multigenerational relationships of Traditionalist, Baby Boomers, Generation X, and Generation Y (Millennials) that influence tacit knowledge share and transfer, creating new fathomable knowledge within businesses. Conceptualizing Nonanka's knowledge theory of small business leaders formulating an environment conducive to knowledge creation, proposes a behavior of multigenerational employees engaging in knowledge share and transfer; creating preemptive strategies for knowledge management (Alipour, Idris, & Karimi, 2011; Hokanson, Sosa-Fey, & Vinaja, 2011).

The knowledge creation process takes on two dimensions, epistemological and ontological, to produce new knowledge from existing knowledge (Nonaka, 1994). In the epistemological dimension, the origin of information goes through continuous dialogue to distinguish explicit knowledge from tacit knowledge, which results in new concepts (Nonaka, 1994). The focus of ontology is on the interaction between individuals sharing and amplifying knowledge (Nonaka, 1994; Nonaka, Umemoto, & Senoo, 1996). Within the ontological level, four modes of knowledge conversion emerge, internalization, externalization socialization, and combination (Nonaka, 1994).

The internal phase converts tacit knowledge into newly developed knowledge, by which knowledge conveyance is external in models and oral presentations (Nonaka et al., 1996; Vásquez-Bravo, Sánchez-Segura, Medina-Domínguez, & Amescua, 2014). Socialization transfers tacit knowledge into implicit knowledge using social interaction while the combination phase conversion evolves knowledge using categorizing and synthesizing (Vásquez-Bravo et al., 2014). Small businesses might benefit from these phases should employees and managers share their work-life experiences in a social environment as a way of creating a new and more palpable knowledge system for use by the entire work community (Vásquez-Bravo et al., 2014; von Krogh, Nonaka, & Rechsteiner, 2012).

Each of these four modes involves social interaction that incorporates knowledge that is explicit, tacit, or both to postulate knowledge creation (Alipour et al., 2011). Socialization, which converts tacit knowledge into new tacit knowledge, and combination, which converts explicit knowledge into explicit knowledge, uses a single knowledge type (Nonaka, 1994). Internalization and externalization, on the other hand, uses both explicit and tacit knowledge to convert into opposite knowledge types (Wagner, Vollmar, & Wagner, 2014). Organizations may elect to implement knowledge creation via any of the four modes to convert specific information into useful knowledge as a way to gain a competitive advantage (Nonaka, 1994).

According to Nonaka, Umemoto, and Senoo (1996), knowledge is the foundation of an organization's aspiration towards its knowledge vision, and therefore, is justifiably relevant for creation. Leading knowledge vision are those individuals that understand and can communicate the rationale of organizational goals. Since the early 1990s, Nonaka and Takeuchi, indicated that many scholars began shaping leadership as a fundamental need to focus on the epistemology of organizational knowledge creation and conversion as Nonaka et al. (2006) reiterated. The knowledge creation theory offers the concepts related to this study by demonstrating knowledge individuals form through interactions, which is essential for capturing and transferring knowledge from an organization's human capital to remain competitive (Nonaka, 1994). Knowledge retention is the practical process of mitigating the threat of knowledge loss through knowledge share and transfer (Bairi et al., 2011).

Bass' (1985) transformational leadership theory. Effective leadership is a way to persuade employees into the adoption of organizational goals toward industry sustainment. James Victor Downton in 1973(who initially coined) and James MacGregor Burns in 1978 (who further developed), transformational leadership being purely identifiable as building mutually matured relationships between ordinary leaders and employees to satisfy the needs of one another (Bass, 1995; Farooqi, S. Rehman, & C. Rehman, 2014; Stewart, 2006). In later years, Bass (1985) expounded on transformational leadership as a value-based framework in which leaders creatively transform followers into active role models; becoming emotionally connected to group and organizational interests (Paarlberg & Lavigna, 2010). An examination of Baby Boomers' interactions with the less experienced employees may illustrate the more effective methods and tools of enhancing intergenerational learning to retain tacit and experienced-based knowledge (Ropes, 2013). Leaders should observe employees' interaction as a way to cultivate relationships to motivate knowledge share and transfer as a shared vision (Bolívar-Ramos, García-Morales, & Mihi-Ramírez, 2011).

An understanding gained, was leaders serve as an exemplar for the organization. The success of transformation leaders is most measurable by their ability to raise the followers' levels of consciousness of organizational goals, transcending self-interest in exchange for collective interests and added value to higher organizational needs (Paarlberg & Lavigna, 2010). Group interest elevation generates awareness and acceptance of organizational needs, strengthening the probability of success while gaining prestige among the followers (McKinney, 2012). Building prestige and pride among followers is a way to foster mutual relationships to convert followers into leaders, acting as the moral agent transforming their behaviors into mission-driven goals of the organization (Paarlberg & Lavigna, 2010; Wright, Moynihan, & Pandey, 2012).

Transforming peoples' behaviors, perceptions, and actions through motivating constructs increases the interests of both the leaders and followers that in essence make a better organization (Bass, 1985; Farooqi, S. Rehman, & C. Rehman, 2014). Baby Boomer employees having the guidance, motivation, and support of a transformational leader may be more susceptible to sharing and transferring their tacit and explicit knowledge to affirm self-worth within the organization (Wright et al., 2012). Transformational leaders are identifiable with those having good managing practices, which connect to employees' performances (Paarlberg & Lavigna, 2010). The four transformational factors that transformational leaders possess are idealized influence, individual consideration, intellectual stimulation, and inspirational motivation (Bass, 1995).

Idealized influence happens when followers observe their leaders in a dominant and compelling role, which in turn influences followers to resemble the vision of their leaders (Kark et al., 2012). Transformational leaders integrate insight to forge shared goals for their organization; relying on trustworthiness and contributions of their followers (Bass & Avolio, 1993). Leaders that trust their followers and show interests in their needs open up the opportunity for relationship building. Bass (1995) attributed the concept of individualized consideration, in which the leader establishes a stance of being friendly and approachable to inspire followers toward a common goal. This concept is essential to knowledge creation and retention. Nonaka et al. (2006) reported that high-care relationships promote transfer and creation of knowledge.

Creativity is an integral component within an organization to remain competitive because it induces a cognitive reflex within individuals routinely progressing toward dynamic improvements and goal achievement (Harvey, 2014). Leaders may use intellectual stimulation to solicit new ideas and processes as a way to stimulate creative thinking and innovation from employees to evoke sustainable changes (Stewart, 2006). Similarly, leaders must display inspirational motivation to its followers in a way that is perceivably authentic, and challenging to achieve higher goals of organizational meaning (Stewart, 2006). Leaders that possess Bass' four transformational factors may be able to influence, inspire, stimulate, and motivate, followers to align their self-concepts actively with the vision of the organization (Bass, 1985; Bass & Avolio, 1993).

Transition and Summary

The purpose of Section 1 was to deliver information related to the topic of retaining tacit and explicit knowledge from the Baby Boomer population. Additionally, this section introduced evident details relating to the important measures and strategies small businesses may consider to alleviate the impact mass Baby Boomers' exodus would impose on operational status and sustainment within the industry. This section also presented two frameworks to propose concepts foreshadowing strategies for knowledge conversion and leadership characteristics that small business might practice to retain tacit and explicit knowledge for small businesses' operational sustainment. Specifically, Section 1 provided an overview of initial information regarding the background, nature of the study, central research question, conceptual frameworks, significance of the study, and a review of academic literature, each supporting the relevance of this study, and how it may contribute to knowledge retention strategies for small businesses throughout the Washington, DC metropolitan area.

In Section 2 of this study, I include specifics related to my project comprised of (a) restating the purpose statement, (b) role of the researcher, (c) participants, (d) research method and design, (e) population and sampling, (f) ethical research, (g) data collection, (h) data analysis technique, and (i) reliability and validity. The components of Section 2 extended the methodologies that may generate the understanding of social behaviors and perceptions related to knowledge share and transfer to retain for future use. I later reported my findings in Section 3, which included (a) an introduction, (b) presentation of findings, (c) an application to professional practice, (d) implications for social change, (e) recommendations for action, (f) recommendations for further research, (g) reflections, and (h) conclusions.

Section 2: The Project

The aim of this qualitative case study was to gain a deeper understanding of potential strategies that would support sharing and transferring tacit and explicit knowledge from retiring Baby Boomers. I explored methods that small business leaders might adopt to mitigate knowledge loss using an exploration of prior research, artifacts, and archived data. I also collected data using semistructured interviews with leaders at small consulting businesses that faced imminent potential brain drain due to Baby Boomer employee retirements. In addition, I recorded and coded the extracted information into a more readable format. My goal from analyzing the information was to identify themes within my data as potential strategies small consulting business leaders could use to promote knowledge management strategies focused on retaining tacit and explicit knowledge. The following headings contained in Section 2 of this study included the (a) purpose, (b) role of the researcher, (c) participants, (d) research method and design, (e) population and sampling, (f) ethical research, (g) data collection instruments, (h) data collection techniques, (i) data organization techniques, (j) data analysis technique, and (k) reliability and validity of the study.

Purpose Statement

The purpose of this qualitative case study was to explore strategies that small consulting business leaders' use to retain the tacit and explicit knowledge of retiring Baby Boomers. The specific population group for this study was leaders who have developed strategies to retain the knowledge of one or more retiring Baby Boomer employees; participants were drawn from two small consulting businesses located within the Washington, DC metropolitan area. A potential benefit of the results of this research is for small businesses to understand knowledge management strategies necessary for organizational sustainment. This case study was designed to generate positive social change by providing knowledge accumulation and management strategies that incorporate shared dialogue and vision among diverse employees of small businesses to retain the tacit and explicit knowledge of their retiring counterparts. Accumulation of a predecessor's knowledge is an intrinsically cooperative character that builds on the social and human development of individuals to better understand and perform different activities that can affect the world (Goodwin, 2013). Knowledge management (KM) strategies may afford small consultant business owners more efficient continuity after the Baby Boomers retire.

Role of the Researcher

As the primary instrument for collecting data, one of my major responsibilities was to limit potential bias. I recorded objective truths about the collected information to limit my data sets. Additionally, I utilized an interview protocol to act as a guide throughout my interview process (Appendix C). Establishing an interview protocol is essential to receiving the best information from participants, for referencing as a procedural guide, and in maintaining the focus of the interview (Jacob & Furgerson, 2012). I also took steps to protect the anonymity of the participants, per the Belmont Report standards, to minimize the potential risks of participating (Mikesell, Bromley, & Khodyakov, 2013). Additionally, to safeguard the rights and well-being of research participants, I upheld all ethical standards Walden University's Institutional Review

Board (IRB), including *anonymity*, beneficence, maleficence, and distribution fairness, to ensure ethical controls throughout my data collection process.

My research on this topic was informed by my personal familiarity and experience of nearly half of the employees at my current and previous employment retiring within the next 5 to 10 years. Since this qualitative study was reflexive in nature, this personal understanding of the topic shares language from the participants to produce scaled, autoethnographic elements to connect data with social understandings and meanings (Houghton, Casey, Shaw, & Murphy). I applied the same interview protocol during each semistructured interview session to ensure preservation of the ethical standards and enhance personal objectivity.

Participants

My participants for this study were small consulting business leaders who had previously developed strategies to retain the tacit and explicit knowledge of retiring Baby Boomer employees at two small consulting businesses. Additionally, I screened participants to ensure that they had the appropriate knowledge, understanding, and experience to be able to provide critical information that significantly contributes to the central research question of this study (DeFeo, 2013; Yin, 2014). Each participant was also required to commit at least 60 minutes for an interview.

Researchers conducting a qualitative research may use a single case study with multiple participants, having similar characteristics, to achieve replication and accuracy in results (Elo et al., 2014; Yin, 2011). Hence, this study included a sample of seven business leaders of two small consulting businesses within the Washington, DC metropolitan area, having 10 years of consecutive employment with their firms. Data saturation is achievable when the sample size contains relevant data, no new data emerges in the collection process, and categorization is capable, with consideration to the homogeneity of data (Dworkin, 2012; Elo et al., 2014). Similarly, in case studies, new generalizations may emerge by the researcher corroborating theoretical concepts (Yin, 2014). Therefore, using a census survey method exposed a pragmatic phenomenon of similar findings theorized from the entire population (Lucas, 2014). Since the participants for this study had to be familiar with the topic of this research, and have similar characteristics, the sample size for this study was appropriate to obtain sufficient saturation of data (Dworkin, 2012).

Though King, O'Rourke, and DeLongis (2014) referred to snowball sampling as a recruitment method to access social networks of specific populations, census sampling can follow suit in obtaining socially mapped participants, having connections to and acceptance by well-defined group members. I chose census sampling as a way to depict strategies of an entire population having similar characteristics, rather than a sample of a population. I contacted two organizations via the use of LinkedIn and a professional reference in order to gain access to participants employed by a small consulting business. Because I have an existing connection with several small consulting businesses, there was an opportunity for a sizeable participation. DeFeo (2013) stated that because participant relationships are social, researchers must consider the personal interest participants have in participating, while offering equitable and appropriate respect, beneficence, and justice by identifying and mitigating probable social, physical, financial, legal, reputational, or future harm. Therefore, to maintain a working relationship with participants, I acknowledged their desire for attention, acceptance, and value, while remaining mindful of ethical protocols and professional transmission, particularly during the interview process (Rubin & Rubin, 2011). I gave participants the opportunity to share their interests in this study at the time of invitation notification, as well as prior to the start of the interview session.

Research Method and Design

An integral part of a study is to determine the research method and design used to address the research question that guides the study (Ritchie, Lewis, Nicholls & Ormston, 2013). Other factors may also influence the limits of the study, including the skills of the researcher and the time available for conducting the research (Ritchie et al., 2013). The central research question guiding this study was: What strategies do small consulting business leaders use to retain the tacit and explicit knowledge of retiring Baby Boomers? I addressed this question by exploring the knowledge share and transfer practices of Baby Boomer employees of small consulting businesses, and the strategies that their leaders might adopt to maintain the explicit and tacit knowledge of the retiring Baby Boomers.

Research Method

Among the three methods used in research, quantitative, qualitative and mixed-methods, to address the central research question, I chose the qualitative approach. A qualitative method may provide insight into prevalent employee behavior trends since there are no well-defined variables to measure, which are required of quantitative methods (Vaismoradi et al., 2013). According to Yin (2014), two rationales for using a case study is where a sample can represent extreme and unusual cases, and when studying the same single case at two or more points of replication or changes to obtain a theoretical understanding of the phenomena. My single qualitative case study examined extreme, nonrecurring scenarios of analyzing employees embracing or resisting the act of sharing their explicit, implicit, and tacit knowledge with non-retiring employees.

Quantitative research typically relies on statistical tests to determine the reliability and validity of a study (Singh, 2015). There is no way of extracting social data when observing a single-case study to formulate statistically, a quantifiable outcome of a perceived experience. The examiner aims to discover a correlation between two or more groups through the collection and analytics of numerical data (Mertens, 2014). Researchers opting to use the quantitative approach will summarize data by some quantifiable measure of frequency, rank, or proportion. According to Sukamolson (2012), quantitative researchers are *realist* or *positivist*, while qualitative researchers are subjectivist. The major difference between the positivist and subjectivist are their relationship to the data. A positivist looks for rational truths to make statistically precise conclusions, remaining detached from the research, while the subjective researcher may consume their work during the data collection process (Erlingsson & Brysiewicz, 2013; Mertens, 2014; Sukamolson, 2012).

Qualitative research is a means for exploring and understanding the meanings of social and structured phenomena and unstructured data, as factors of a social or human problem used to efficiently arrive at an essential solution (Bailey, 2014; Zachariadis, Scott, & Barrett, 2013). The intent of my research was to explore and identify certain behaviors of the Baby Boomer cohort, using in-depth questions and observation to understand why knowledge transfer and retention does not occur within small consulting businesses. My focus was to gain a deeper understanding of common business practice within a single group. A qualitative method, which includes the exploration of source data, observation techniques, and archival documents to perform data analysis, is an approach used to address effectively the issues within an organization (Marshall, Cardon, Poddar, & Fontenot, 2013). Qualitative research also involves the comprehension of a phenomenon through the collection of data interviews, observations, and review of artifacts (Mertens, 2014). Using the qualitative method of collecting data through face-to-face interviews with the participants, I gained an understanding of the Baby Boomer cohort's motivation or reluctance to knowledge share (Leavitt, 2014).

In qualitative research, interview data is an exploratory and in-depth process for viewing a participant's experience uncritically (Ritchie et al., 2013). Novianto and Puspasari (2012) used a qualitative method within their case study to explore and convey knowledge management strategies among multigenerational employees, which further support my use of the same method for my study. Exploring the generational gap of employees' characters and perception might alleviate the loss of a business' most valued asset, which is knowledge (Novianto & Puspasari, 2012).

Erlingsson and Brysiewicz (2013) studied the mixed-method approach, noting a combination of both quantitative and qualitative techniques to produce conclusive data when either would not do so completely, leaving a fertile grey zone for development. Researchers that use mixed-methods often do so to analyze the findings of both qualitative and quantitative research to contradict and compare data, as a form of enhancing the credibility of the work performed (Archibald, 2015). Since a central research question guided my study, the aim was to explore and obtain a deeper understanding of a single business problem, in which a qualitative approach was most suitable (Yin, 2014; Zachariadis, Scott, & Barrett, 2013).

Research Design

Researchers perform several reviews before selecting the research method and design appropriate for their study. Participants' engagement, the researcher's skill, time availability, and existing resources are all drivers of design selection (Ritchie et al., 2013). The researcher also selects a research design based on the overarching purpose of the study, in which use of the central research question may obtain and convey an in-depth understanding of the phenomena studied. There are four qualitative research designs a canvasser may use to expose the purpose of a study including narrative, phenomenological, case study, and ethnography.

A narrative research design uses data collected from stories told, in which the participants describe life history experiences, and the researcher provides an overarching narrative that synthesizes accounts (Harvey, 2014; Ritchie et al., 2013). The researcher is responsible for organizing these stories in chronological order. Here, the issue lies that since the participant from whom is telling the story may not do so sequentially, there may be missing information to support the researcher's analysis.

During a phenomenological research design, the researcher focuses on relating a similar phenomenon to several individuals, portraying each participant's experiences in a collective, yet, general description (Mayoh & Onwuegbuzie, 2013; Yin, 2014). The phenomenological design only explores a human experience that extends theorizing an explanation of the phenomena and not providing strategies to consider (Mayoh & Onwuegbuzie, 2013). Each of these three qualitative research methods, narrative, phenomenological, and ethnography consists of gathering and analyzing data from individuals or groups via interviews and observation over an extended period (Yin, 2009; Zachariadis et al., 2013).

A case study is a thorough analysis of a group or groups for single and intrinsic studying of an event or within an organization (Yin, 2014). According to Yin (2013), using a case study will allow the researcher to explore data to interpret the data effectively for ruling out alternatives and be able to establish plausible implications. Typically, data within a qualitative case study can reach saturation by ensuring sample adequacy rather than quantity (O'Reilly & Parker, 2012). The adequacy of a researcher's sample is a determinant based on participant selection. Data saturation means that the researcher continuously observes data, queries participants, and examines documents entirely until no new ideas, concepts, or insights emerge, which concludes the data collection process (Marshall et al., 2013). A case study is appropriate for collecting information using participant interviews to address the –what, where, and how type questions posed to support the research question, and examine the interaction of context (Rubin, H. & Rubin, I., 2011; Yin, 2009). Therefore, quantity had no effect on this process relatively.

Dworkin (2012) concluded that data saturation is achievable from as little as five suitable participants. Within this qualitative case study, I used seven participants from two small consulting businesses that committed to 60 minutes for interviewing. I achieved data saturation through census sampling of the entire population, transcription reviews after the semistructured interviews, and additional probing questions during additional interviews. Stevens (2010) indicated that research within an organization would provide leaders the assessment to make the necessary changes that would motivate an organization to promote a collaborative workforce among multigenerational groups. Based on this information, my study was best suitable to utilize a case study approach to examine the gap in organizational differences among their multigenerational workforce, to ensure collaboration for knowledge share.

Population and Sampling

The potential participants invited for this study were 10 leaders within two small consultant businesses within the Washington, DC metropolitan area. The participants in this study consisted of two small consulting businesses having 10 leaders with 10 consecutive years with the organization that have developed strategies to retain the knowledge of retiring Baby Boomer employees. The use of 10 participants having 100 years of combined similarly, identified experience related to the central research question, may generate data saturation for category replication to complete data analysis (Elo et al., 2014). I solicited participants via email upon permission from two consulting businesses' President or Chief Executive Officer. The email contained an inform consent form (see Appendix A) and suggested dates and times for conducting the interviews.

Estimated projection time for semistructured, face-to-face interviews was for 30 to 60 minutes, and the entire data collection process was less than two weeks. The best-suited sampling technique for this qualitative case study was census sampling because, as the researcher, I was interested in gaining an understanding of the whole population of participating small consulting business leaders on current strategies used for retaining tacit and explicit knowledge from its retiring employees. The leaders used for this study are a representation of informants who possess the best knowledge regarding the research topic.

A census-taking technique offered me the opportunity to consider the entire population, rather samples of participants, to reach a generalization of a whole population. Other sampling methods were considered, including the snowball, quota, theoretical, and convenience sampling. However, these methods require specified or equal demographic criteria such as age, location, sex, and similar references; primarily used in quantitative studies resulting in generalized and skewed findings (Robinson, 2014). Use of purposive sampling ensures that participants possess the appropriate knowledge and experience to be able to contribute to the researcher's topic (Krefting, 1991; Yin, 2014). However, participant appropriateness is also achievable by applying the census sampling technique, in which I established the characteristics of participants as being business leaders who have developed strategies for knowledge retention from Baby Boomers, and used the entire population interviewed.

It is the researcher's responsibility to select an appropriate sample size and method depending on the study's purpose, research question, and richness of the data to ensure content data credibility and data saturation; therefore, there is no commonly accepted size or method (Elo et al., 2014). The characteristics criteria established for the participants of this study are individuals that (a) have an understanding of this research topic, (b) can commit to 60 minutes for interviewing, and (c) offer interest to voluntarily contributing to the intent of this study. Seven out of 10 participants solicited from each organization, responded to partake in the study. A census sampling of the seven participants in this study, which can offer a suitable representation of key groups used for sampling, afforded the knowledge share and transfer practices of participants to gain a deeper understanding of explicit and tacit knowledge retention strategies (Robinson, 2014).

According to Dworkin (2012), data saturation presented from five to 50 participants within qualitative research is adequate. Also, Cleary, Horsfall, and Hayter (2014) indicated that participants selected based on the researcher’s central research question, framework(s), and purposefulness were important elements to explore complex meanings and obtain data saturation. Participants in this study comprised of small consulting business leaders that have developed strategies for retaining tacit and explicit knowledge from retiring Baby Boomers. Small consulting business leader participants had to have no less than 10 consecutive years of employment with their company.

Conducting physical or virtual semistructured, face-to-face interviews (in-person or virtual), reviewing artifact documents, and observing archival data of the seven participants presented a significant amount of information for category replication to minimize the probability of any new themes of data to satisfy completion of data analysis. Interview sessions took place in an environment that afforded comfort to the participants unrestricted to share information (Cridland, Jones, Caputi, & Magee, 2015). By extending interview options to participants, a researcher may achieve trustworthiness.

Ethical Research

Ethical considerations throughout out my research were inevitable, and therefore, I conformed to the policies and procedures of Walden University's IRB to protect the participants of the research. Research benefiting from interviews should conform to the same duties of maintaining confidentiality, code of ethics, legal acceptability of objectivity, and other professional standards dictated and expected of any interviewer (Barker & Branson, 2014). I presented the intentions of my research to Walden University's IRB and received approval on March 28, 2016 before performing participant interviews. Additionally, I obtained the written permission from authorized officials of the chosen small businesses to gain access to their corporate artifacts for review and employees for a recorded interview period. Thereafter, I presented each prospective participant with an informed consent form with the university's IRB approval number 03-28-16-0348832 (see Appendix A) to obtain signatures from willing participants. Upon receipt of participants' approvals, I explained the rights of the selected participants to withdraw from participating in my research at any time before, during, or even after the interviews are complete. Participants had the opportunity to express concerns to withdraw from my research process via verbal or written communication. I am maintaining a file documentation of any participant not willing or later deciding to discontinue their participation at any time during my research process for a minimum of 5 years, and thereafter, I will destroy all content.

Due to conceivable notions accompanying participants' incentives, which may result in a skewed study, I opted to solicit freely participating volunteers for their trustworthiness (Elo et al., 2014). Since I conducted a cross-sectional study as a representing subset of the leaders managing the Baby Boomer population, the preference not to use incentives was appropriate when not expecting a cooperative behavior of a participant presented with a monetary gift and may otherwise be influenced (Singer & Ye, 2013). According to Pforr et al. (2015), promising monetary gifts after completion of a questionnaire had no significant effect than participants receiving no monetary incentive.

Safeguarded research protects personally identifiable information of participants' collected and created data in a highly context-sensitive space, which would otherwise breach the ethical commitments of the researcher if publicly shared (Nisen & Rockhold, 2013). With this in mind, I completed the National Institutes of Health's Protecting Human Research Participant course (see Appendix D), which remains valid for five years. I assigned pseudonyms to each of the participants and the participants' organization, and did not use any of the information given for purposes beyond my research. An individual storage cabinet contains all hardcopy documentation, and a password protected Universal Serial Bus (i.e., flash drive) electronically stores all softcopy information and collected data. Maintenance of all physical and electronic documentation will be for 5 years, and thereafter, destroyed.

Data Collection

The qualitative case study method contained semistructured interviews, including open-ended questions, as noted in Appendix B, to collect data for analyzing and synthesizing similar behaviors (Boesch, Schwaninger, Weber, & Scholz, 2013; Yin, 2011). Additionally, application of a triangulation technique is an alternative to validate the data compiled using data coding and significant source contributions, including journal articles, historical artifacts and source data (Denzin, 2012; Peet, 2012; Tracy, 2010). Before collecting data, I obtained approval of the draft informed consent forms from Walden University's IRB, to present to all studied participants and the small business from which I collect data.

Data Collection Instruments

To limit bias within this qualitative study, I served as the primary instrument used for collecting, cleaning, and coding data. Limiting bias within data offers an effective interpretation of the complex methodological process underlying during data retrieval (Boyd & Crawford, 2012; Xu & Storr, 2012). I conducted a semistructured interview by asking eight open-ended questions to participants regarding their observation and perception of the current state of their employers' knowledge management strategies and recommended methods to ensure knowledge retention (see Appendix B). I captured participants' responses using a digital voice recorder. I used Microsoft (MS) Word documents to contain all feedback received from participants. I incorporated a similar semistructured interview instrument format Connell (2013) previously conducted, using data gathered to gain an in-depth understanding of the behaviors and perceptions of employees on knowledge share and transfer with inexperienced employees by use of two groups of 20 experienced Department of Defense employees.

The focus of the semistructured interviews was on one group of participants having at least 10 years of experience supervising Baby Boomer employees, and 10 consecutive years with the small consulting business. The baseline of interview questions 1 and 3 - 6 is to Nonaka's (1994) knowledge creation theory, and questions 7 and 8 relates to Bass'(1985) transformational leadership theory. The interview questions presented to participants were to obtain individual perceptions of explicit and tacit knowledge transfer, including any concerns, behaviors, and current methods. To ensure a saturation of data, the application of methodological triangulation was essential. The intent of a triangulation technique was to lend credibility to generalizability and theoretical insights after synthesizing replicated findings of multiple sources applied to this study (Tracy, 2010). Application of methodological triangulation consisted of transcription reviews from participants, artifact documents from small consulting businesses, and journal articles from academic libraries. As the primary and sole researcher, I was responsible for collecting, cleaning, analyzing, and recording all data.

My goal as the researcher was to present interview questions, filtering subjectivity, to address the central research question of this study (Boyd & Crawford, 2012). Pilerot and Limberg (2011) concluded that empirical information, obtained through semistructured interviews, builds on an individual's understanding of the investigated problem to discover a potential solution. Applying skillful, in-depth interviews alone, can evade tensions that may arise when researchers use multiple methods (Seidman, 2013). Tracy (2010) indicated a requisite to study specific issues is accurately sufficient when a qualitative scholar determines the suitable approach, as they are experts in the field and well equipped with making smart contexts and sample choices. Based on previous studies completed using this similar interview method, particularly by scholar Thomas (2015), the semistructured interview instrument is reliable. Upon final review of the document and field notes, I compiled and recorded all information into an MS Word document to insert into a software system for querying and analyzing data.

After receipt of IRB approval, I commenced my study promptly via a request to all potential participants to sign a consent form within 5 business days, which included an explanation of the research study (see Appendix A). Thereafter, I scheduled single face-to-face or virtual interviews with willing participants of the study. Before posing any interview questions, I allowed each participant to express any concerns, and request a second [verbal] consent from each participant indicating their voluntary participation in the interview and permission to begin.

Data Collection Technique

For my study, I followed the data technique stages similar to that of Rabionet (2011), which included: (a) selecting the interview type, (b) establishing essential ethical guidelines, (c) developing interview protocols, (d) conducting and recording one-on-one interviews, (e) summarizing the interview, and (f) reporting specific findings. The data collection technique chosen for this qualitative research included voice-recorded face-to-face, including virtual, semistructured interviews for accurately capturing verbal data.

Crafted field notes and recorded data, after interpretation, underwent an analysis for a visual review by each participant and me for truthfulness. Similar to practices of Boyd & Crawford (2012), I ensured best ethical procedures by hosting or requesting interviews in locations free of interruptions and distractions while also protecting the privacy of participants during the interrogation stage. To safeguard the interview, I scheduled meetings in enclosed conference areas or away from public view and hearing. Also, I requested that participants preferring to use virtual conferences do so within a private setting. Each participant had the choice of scheduling the interview either at a designated public location or via videoconference (using Skype, FaceTime, or meeting space). Participants had 30 to 60 minutes to provide responses to eight interview questions. The interviews lasted between 30 and 60 minutes. Additional data collection included archival data, company documents, and significant source contributions of previous research via peer-reviewed journal articles to contextualize a systematic explanation of patterns or rivalries with the study (Tracy, 2010; Yin, 2013).

Recorded data, using a digital voice recorder, supported the accurate interpretation of the interview. Voice recordings and field notes of participants' experiences were raw data that provided me as the researcher, with a descriptive record for interpreting and categorizing into common themes and later general ideas (Farooqi, S. Rehman, & C. Rehman, 2014). Transcribed data into an MS Word text-base underwent secondary reviews by the participants, as a form of transcription reviews, who also serve as a co-researcher to expose their recounts to form paradigms of their world experiences (Regmi, Naidoo, & Pilkington, 2010). Secondary or transcription reviews can prove worthy by safeguarding details, ensuring congruent idiom, and enhancing translation control.

NVivo was the chosen software for analyzing and translating data for this qualitative research, to alleviate the rigorous, time-consuming process of managing and querying raw data into usable information (Hilal & Alabri, 2013). The NVivo platform allowed me to dump raw data for generating organized and manageable information and syntax to support my findings. Further dissection and interpretation of the categories, concepts, or themes generated using NVivo provided a visual model of frequent codes used in support of gaining a deeper understanding of a problem for solution acceptance (Hilal & Alabri, 2013).

Data Organization Techniques

The organization of all data collected consisted of naming convention filing, folder labeling, and participant coding. Electronic folders contained general information about the participants, whose names are anonymous, for identifying each participant to safeguard against undue exposure (Tracy, 2010). Each folder label only addressed participants by numbers, and not by names, such as Participant-1 and Participant-2.

Each electronic folder contains participants' information, documents, and correspondences received, including interpreted data, field notes, company artifacts, written consent forms, and emails. Use of subfolder labels maintains each participant's folder to label the content contained therein. The NVivo software platform filtered and coded the interpreted data to include in participants' folders (Hilal & Alabri, 2013). A secured storage cabinet or a password protected Universal Serial Bus (i.e., flash drive) safeguards completed data analysis and all participant information collected to protect participants' privacy (Tracy, 2010). I evoked the use of the 5 years held on participants' information, in which proper disposing of data will initiate thereafter.

Though a pilot study would benefit organizational performance at high levels of knowledge management, comprised of large-scale sampling, this study contains the results from conducting a small-scale study for a more personal, in-depth understanding of employees' behaviors (Cleary, Horsfall, & Hayter, 2014. The use of this single case study was suitable for extracting existing strategies small consultant business use to retain explicit and tacit knowledge, which further validated my interview protocols and interview questions to support the intent of this study (Jacob & Furgerson, 2012). Previous researchers, including Baynes (2014) and Thomas (2015) used the same instrument selected for this study regarding retention strategies, which further dismisses the need for conducting a pilot study.

Data Analysis Technique

Qualitative researchers use open-ended, semistructured questions to establish the boundaries of the topic explored in a study to better explore, build upon, and understand a participant's particular experience (Seidman, 2013). The researcher serves as the driver, steering the questions to obtain the type of responses needed to address the central research question (Corbin & Strauss, 2014). The questions established, as contained in Appendix B, is part of my interview protocol that allowed for on the spot revisions of "ah-ha" questions that could lead to obtaining the best information possible from the participant (Jacob & Furgerson, 2012). The questions in Appendix B elicited the answers needed to obtain in-depth understanding of the participants' experiences, and steer participants that digress too far from the direction of addressing the central research question in this study.

Throughout the interview process, participants were able to seek clarification and details of the questions asked, just as I probed for follow up answers (Irvine, Drew, & Sainsbury, 2013; Jacob & Furgerson, 2012). Collecting data from multiple resources, including interviews, historical artifacts, and related journal articles is a methodological triangulation technique for corroborating multiple paradigms (Tracy, 2010; Yin, 2015). This triangulation technique allowed me to absorb and synthesize the themes exposed during the research process, by which the central research question was driving this study. Analyzing the data is essential to building an explicit relationship of multiple cases to synthesize a good representation of the data creatively (Harvey, 2014; Judd, McClelland, & Ryan, 2011).

For this study, I chose to use Yin's (2015) five-phase cycle for analyzing qualitative data through (a) compiling, (b) disassembling, (c) reassembling (and arraying), (d) interpreting, and (e) concluding. First, I gathered data into categories that leaders identify as tacit and explicit knowledge. Second, I established a data matrix using categories associated with knowledge share and transfer along with leadership retention strategies to understand the behaviors and methods of any current approaches. The categories for knowledge share and transfer qualities were knowledge sharing, transferring, development, management, and emotional intelligence (Connell, 2013). The categories for leadership retention qualities were relationship building and motivation, organizational trust, culture, and leadership, as well as effective and transformational leadership (Connell, 2013). Disassembling and reassembling my compiled data was inevitable based on the fieldwork, and type of research responses received to streamline data, make use of the most relevant information, and produce a coherent narrative of the data (Jackson & Mazzei, 2011; Yin, 2015).

Next, I recorded participants’ responses using a digital voice recorder and then interpreted the details into an MS Word document by playing and replaying the interviews individually to gain a deep understanding of what the participant intended to convey. Thereafter, I imported the interpreted data into a bespoke Computer Assisted/Aided Qualitative Data Analysis Software (CAQDAS), such as NVivo, as a platform to analyze and structure my data. Implementing a CAQDAS tool for my research created a formal database for immediate referencing and querying information (Yin, 2015). My main use for the NVivo software tool was to organize and manage analytical data, quickly query and manipulate themes for interpretation, and unify a systematic approach for labeling customization (Ritchie et al., 2013). According to Sotiriadou, Brouwers, and Le (2014), novice researchers will be able to analyze data more proficient by choosing the right analytical technique with the specific types of research questions using the NVivo software tool, which will ideally, increase the rigor of the researcher’s qualitative study. Coding of the downloaded and synchronized data was sufficient based on word or phrase frequency. Rivas (2012) suggested that creating a concept map from thematically coded data would further support categorization features and qualities suitable for addressing the research question.

Lastly, I completed my data analysis by presenting themes and patterns that addressed the central research question that guided this study. According to Stake (2010), a conclusion collects from patches of data that searches for patterns, consistencies, common meanings, and themes that relied on the research question to arrange, rearrange, gather, and interpret data. Based on previous researchers' techniques of the same five-phase cycle, including Thomas (2015), using this method for my data analysis was suitable for a single, qualitative case study.

Reliability and Validity

Reliability

The use of multiple methods to assess reliability within this study reduced measuring errors and increased the quality of collected data. According to Drost (2011), reliability is a consistency of obtained results after application of different concepts, instruments, techniques, and designs over time. Drost (2011) presented a reliability test method I used to assure reliability within this study is the internal consistency method, which measured word and phrase consistency presented within the semistructured instrument used to determine connected behaviors and attitudes participants have toward knowledge share and transfer. Repeatable results mean a high degree of data stability, therefore, indicating high degree data reliability (Goerlandt & Kujala, 2014). Similarly, member checks and transcription reviews improved data dependability by allowing the participant to review their data to ensure complete and accurate responses reflected in the summaries; otherwise, annotating any researcher fallacy (Houghton, Casey, Shaw, & Murphy, 2013; Krefting, 1991). Therefore, I used transcription reviews as a source of dependability by requesting participants to review my transcriptions for completeness in capturing their response as well accuracy in interpreting their ideas. Researchers may establish dependability within research by comparing data collected during the semistructured interviews with interview notes, journal articles, and historical artifacts for similarities in words and word phrases results (Houghton et al., 2013). I used multiple journal articles to support theories and research presented within my study. Additionally, I utilized the NVivo software to run queries for similar word or phrase criteria matches to capture and analyze themes for additional dependability. My second approach for ensuring the reliability of my research was via interview protocols. Utilizing protocols within an interview process, such as selecting knowledgeable and experienced participants, and aligning interview questions with the central research question, influences repeatable measurements producing construct validity (DeFeo, 2013; Jacob & Furgerson, 2012).

Validity

Validity is essential to measuring research quality. In this research, I based validity through the application of creditability, transferability, and confirmability. According to Jasti and Kodali (2014), validity determines if the research instrument used measured what the researcher anticipated. Validity in research reflects findings that truly represent the phenomenon the researcher is claiming to measure (Jasti & Kodali, 2014). Creditability, within qualitative research, assesses the trustworthiness of the study by ensuring the data used aligns with the intent to address the central research question (Elo et al., 2014). By accurately describing the participants used in a study, an investigator can achieve validity and creditability. The methodological triangulation technique I used included internal and external validity, transcription reviews, and source documents and artifacts from prior researchers and contributors. I conducted a data audit by comparing collected data during and after the semistructured interviews with transcription reviews for each participant to ensure confirmability. Confirmability refers to the ability to confirm accuracy amid the independent data of two or more individuals (Elo et al., 2014). Auditing data is a relative approach of transcription reviews, which enables to the researcher to confirm data received is an accurate account of participant's responses (Harper & Cole, 2012). Member checking, similar to obtaining confirmability in qualitative research, is fundamental to a true representation of the study group observed (Harper & Cole, 2012; Krefting, 1991; Tracy, 2010).

By establishing research protocols and conducting transcription reviews confirming the data collected accurately represents that of the participant, I ensured authentication of data and confirmability throughout this study (Elo et al., 2014; Harper & Cole, 2012; Houghton et al., 2013). Researcher Harvey (2012) applied a triangulation technique to his semistructured data, including member checking, observation, and field notes, to intensify the validity of his results. Internal and external validity are triangulation methods that incorporate both in- and outside academia by using feedback and explored data from selected participants and prior researchers (Boesch, Schwaninger, Weber, & Scholz, 2013). My role as the researcher was to transfer participants' information to compare to other similar contexts and situations, maintaining the authentic meaning of what participants intended.

Transferability in this qualitative research included a thorough description of the context and assumptions that participants provided, which will allow future researchers to access results to determine applicability in a similar context or some future use (Boesch et al., 2013; Houghton et al., 2013; Krefting, 1991). The thoroughness of collected data is a criterion of validity that indicates the accuracy and adequacy of information dependent on meticulous sampling (Elo et al., 2014). I am maintaining both the original sample voice recordings and my thorough description of participants' accounts during interviews and annotated responses to achieve accurate transferability. Adequate sampling from multiple sources, including the interview field notes, journal articles, and historical artifacts used in this study, demonstrated an achievement of data saturation, and breadth of information. Ensuring data saturation to a point that no new emergent patterns in the process of data collection prove quality in the research (O'Reilly & Parker, 2012).

Because this is a single, qualitative case study, the measure of sample size for data saturation sufficiency was dependent on the depth and richness of data, consisting of participants representing the best knowledge to address the central research question, as well as frequency of replicated results (Elo et al., 2014; Jacob & Furgerson, 2012; O'Reilly & Parker, 2012). A participant's knowledge, in relation to research, is important to extracting relevant data (Elo et al., 2014). The participant selection criterion established for this study identified elements related to the appropriateness, adequacy of understanding strategies for retaining explicit and tacit knowledge within small consulting businesses experiencing a potential *brain drain*.

Transition and Summary

The aim of Section 2 was to provide an understanding of the qualitative methods, techniques, instruments, processes, and protocols for exploring knowledge share and transfer behaviors between Baby Boomer and other generational employees within an organization potentially experiencing tacit and explicit knowledge loss. Use of the methods and techniques identified ensured participants selection to gain the best knowledge to support this study. I, as the researcher, served as the primary instrument for this study; therefore, responses received from selected participants represented the adequate generalization of similar population phenomenon. Establishment of processes and protocols served as a control mechanisms to ensure maintenance of ethical standards, confidentiality of participants and data saturation throughout this research.

In Section 3, I provided (a) presentation of findings, (b) applications to professional practice, (c) implications for social change, (d) recommendations for action, and (e) future study. Each of the components aforementioned in Section 3 linked the findings of the collected data to the central research question of this study. Section 3 ended with a conclusion summarizing the compilation of my entire study. The overall findings of this study may present important implications for managing strategic methods for retaining tacit and explicit knowledge from retirees in general, and from Baby Boomer cohort exiting small businesses in particular.

Section 3: Application for Professional Practice and Implications for Social Change

Section 3 provides the findings of this study and the applicability or the results for social change. In addition, presented in this section are the themes and categories that are effective among small business consulting leaders to retain tacit and explicit knowledge from retiring Baby Boomer employees. This section includes the: (a) presentation of the findings, (b) application to professional practice, (c) implications for social change, (d) recommendations for action, (e) recommendations for further research, (f) reflections, and (g) conclusion.

Introduction

The purpose of this qualitative case study was to explore strategies that small consulting business leaders' use to retain the tacit and explicit knowledge of retiring Baby Boomers. I used semistructured interviews to extract statements from seven small consulting business leaders of two organizations within the Washington, DC metropolitan area. Both of the organizations, ABC and DEF (pseudonyms), provided additional artifacts or historical information related to the topic of the study. I followed Yin's (2014) five-phase process, similar to that of Colaizzi's (1978) data analysis method to organize and establish my database, and van Kaam's (1994) modified method for reporting coded data that is otherwise exhaustive in describing. After transcribing the interviews, performing transcription reviews for accuracy, and reviewing the organizations' artifacts, I imported all data into NVivo to perform code descriptions. Through the process of coding, 27 codes emerged, of which I grouped into eight subthemes for classifying respondents' shared experiences of strategies and methods small consulting business leaders use to retain tacit and explicit knowledge.

Following my analysis of participants' interview data, I organized the findings into two principal themes. These themes were that (a) effective methods leaders use for knowledge retention, and (b) essential strategies leaders use for knowledge-share and transfer. The overall analysis of the two principal themes yielded that communication, rewards, and inspirational motivation promoted knowledge share and transfer among Baby Boomers. In addition, the findings included three subthemes: succession planning, mentoring, and documenting. These subthemes were identified as effective methods of small consulting business leaders that foster knowledge creation and retention. The leadership strategies identified by the participants further exemplified and aligned with the elements depicted in transformation leadership and knowledge creation theories.

Presentation of the Findings

For this qualitative case study, I used semistructured interviews to gain an understanding of the leadership strategies participants practice to retain the tacit and explicit knowledge of retiring Baby Boomers. In addition, I reviewed previous research, organizational artifacts, including previous meeting minutes, web links, and program records as a way to triangulate the data to enhance comprehension and improve the validity of the information received from participants (Bekhet & Zauszniewski, 2012). I conducted seven interviews; data saturation was reached after the fourth interview session.

The use of seven interviews aligns with the examples and guidelines in the literature. Yin (2014) indicated that a sample size of six sources is sufficient for qualitative case studies. According to Cleary et al. (2014), stopping the collection of data depends on the redundancy of information or data saturation in which the repetition of interviews with new participants does not yield any new concepts or themes. As noted during Marshall et al.'s (2013) study when interviewing 60 women, 109 content-driven codes met 100% identification by the 13th interview transcript. I found the collection of data from seven participants to be sufficient on the principals of appropriateness and adequacy to the central research topic, yielding a replication of responses, no additional ideas emerge, and a significant amount of relevant information based on an in-depth analysis of participants' statements, in alignment with Cleary et al. (2014).

The collected statements obtained from participants addressed the central research question: What strategies do small consulting business leaders use to retain the tacit and explicit knowledge of retiring Baby Boomers? The questions asked of the participants aligned with identifying contributable statements about the central research question, in alignment with DeFeo (2013). The interviews took place in remote and in-person settings, via phone (FaceTime or Skype), meeting space, or at a designated location including the organization's location or library. None of the interviews lasted more than 60 minutes.

After transcribing participants' statements, obtaining the concurrence of the transcriptions, and coding all data using the NVivo software, I analyzed the data and identified 27 codes, of which I grouped into eight recurring subthemes that I then was able to establish into two principal themes. Based on the NVivo analysis, the theme of effective methods that leaders use to retain Baby Boomers' tacit and explicit knowledge emerged from five subthemes including (a) succession planning, (b) documentation, (c) mentoring, (d) knowledge sharing, and (e) training. The thematic codes emphasized by the participants as essential strategies used to promote knowledge share and transfer included three subthemes (a) rewards, (b) communication, and (c) motivation.

Each principal theme presented includes descriptive subthemes, inclusive of details of participants' account of their experiences of essential leadership strategies to promote knowledge retention in preparation of Baby Boomers' retirement. The two principal themes encompassed (a) effective methods leaders use for knowledge retention and (b) essential strategies leaders use for knowledge-share and transfer. The consensus from participants on these two principal themes emerged from the replications in responses represented by its subthemes. For example, when inquired about the effective methods used to retain Baby Boomers' knowledge, P2D responded, "any documented activities, business activities, or processes are the most effective, combined with on the job training" (personal communication, April 4, 2016). Similarly, P2A mirrored this attitude when asked about the most effective methods used to retain Baby Boomers' tacit and explicit knowledge, stating, "I think it's a combination of all. I think, as best as you can, have mentor programs within the organization. If you can have information sharing through webinars; sharing or saving documents in a place where all have access" (personal communication, April 6, 2016).

A consensus of participants' responses regarding the essential strategies used for knowledge share and transfer, is similar to that of P3D's statement that "It's very important in the way we stimulate and motivate our Baby Boomers, and that we have incentive plans" (personal communication, April 11, 2016). P1D reiterated that sentiment by stating, "Motivation! That's very big, we definitely need that. Leaders that are able to motivate our employees to get the most out of them; rewarding them with things, maybe time off or not always a bonus. Communications is another one" (personal communication, April 3, 2016). The themes that emerged from these subthemes echoed the two conceptual frameworks of knowledge creation and transformational leaders by exploring the management processes for creating knowledge within a knowledge share and transfer environment, and the leadership transformation process through behavior characteristics development to gain employee engagement of knowledge retention.

The findings within this section mirrored that of Colaizzi's (1978) process of providing a code to an exhaustive description of the understudy to understand the lived phenomena (Shosha, 2012). Similar to the modified van Kaam method, the findings are also inclusive of textual data from participants, considered as significant statements, for horizontally aligning with participants' lived experience of the phenomena (Moustakas, 1994). Overall, the findings presented provide those strategies and methods considered most beneficial by the participants' interviewed to retaining the tacit and explicit knowledge of retiring employees.

Theme A: Effective Methods Leaders Use for Knowledge Retention

The subthemes within this section necessitate the importance of knowledge retention as leadership strategies for the organization as a whole, in which knowledge sharing, mentoring, documenting, and training must enfold succession planning (Sobel & Drewry, 2015). The responses given by participants to question numbers one, two, four, five, and six delivered the results for this principal theme. Each of the subthemes noted in Table 1, succession planning, documentation, mentoring, knowledge sharing, and training substantiated by the body of the literature, further extends the information of the retention of tacit and explicit knowledge.

Table 1

Effective Methods Leaders Use for Knowledge Retention

Subthemes	*n*	% Occurrence
Succession planning	145	39.73%
Documentation	67	18.36%
Mentoring	64	17.53%
Knowledge sharing	58	15.89%
Training	31	8.49%

Succession planning. As indicated earlier within the review of academic literature, succession planning is an effective method in knowledge management to prevent knowledge loss due to retiring employees. Succession planning is a long-term approach to ensuring sufficient knowledge retention to offset a firm's potential loss of financial and intellectual capital due to workforce attrition (Durst & Wilhelm, 2012). All participants within the study echoed succession planning, which received the highest total of recurring subthemes, reaching saturation of 38.73% among the other subthemes of the principal theme a. From interview results, I found that all of the participants considered planning for employee retirement was beneficial to operational sustainment. Participant 3 of ABC (P3A) expressed the importance of having readily staff available to pick up where another employee may leave off, stating “the information that everyone has or knows needs to be profuse to provide the best level of knowledge to others that may not know. They are all critical to sustainability” (personal communication, April 6, 2016). P3A further elaborated on the topic by giving a scenario that if one person serving in a vital role should depart, then another employee should be able to perform the function seamlessly.

Participant 1 of DEF (P1D) provided a testimonial statement that further supported succession planning attesting “we just lost someone through retirement, and the person that shadowed them, that they mentored, was able to pretty much pick up the same workload with very little assistance” (personal communication, April 3, 2016). The systematic approach for succession planning is beneficial in identifying the successors for intellectually developing, transferring, and retaining an organization’s knowledge to key positions for future needs (Pennell, 2010; Wiesman & Baker, 2013). Participant 1 of ABC (P1A) described her personal experience of not only implementing succession planning, but also partaking in the same process. P1A explained the current investment the employer is making by passing on operational procedures to junior employees like P1A to be able to perform the work independently of the predecessor, particularly after the predecessor’s departure.

The investment of current workforce is essential to succession planning (Nonaka, 1994). The cultivation of the *talent pipeline* for employees to transfer from followers to leaders is practicable. According to Titzer and Shirey (2013), leaders must embrace a commitment to succession planning, understanding that allocation of its internal resources now is essential for capital gain in the future. A leader's commitment is very important for small consulting businesses to understand the tradeoff cost of retiring employees with the replacement of new entrants' as investments for loyalty, particularly where limitations restrict financial resources (Bennett et al., 2012). The excerpt from Participant 3 of DEF (P3D) illustrated a similar importance of succession planning using internal human capital stating, "well our succession planning deals with one, understanding what the mission of the company is. That is based on leveraging and utilizing our resources that have longer tenure with the company that could provide value-added to our new resources" (personal communication, April 11, 2016).

P3D's indication on the value of internal resources fortified Wadeson and Ciccotosto's (2013) study, which yielded the advantages of internal succession of employees moving up the ranks over external successors, concluding that internal employees have easability to take on higher responsibility, produce specialized skill levels, and seamlessly transfer organizational and personal knowledge. Barrick, Thurgood, Smith, and Courtright (2015) indicated that a leader's engagement in orchestrating internal resources is critical to leverage assets and maximize value. Along these lines, P3D also indicated a way to identify organization DEF's resource pool to leverage a triage of knowledge to junior employees is by performing a scan of employees offering significant years of experience.

Trickling down knowledge from the holder to the receiver is an efficient method for resource utilization (Wadeson & Ciccotosto, 2013). Succession planning supports the organizational structure of evolving leaders from those that were once followers. The relationship built through idealized influence will increase employees' mission attainment, as leaders' goal clarity becomes visibly important (Bass, 1985; Wright et al., 2012). The findings revealed the need for succession planning as a part of retaining Baby Boomers' knowledge as an effective method of leaders within small consulting businesses.

Documentation. All of the participants described the need for some form of documentation of Baby Boomers' tacit and explicit knowledge for retention purposes. Baby Boomers' documented lived-experiences, may serve as a tool for comprehending and understanding different work processes, as these documents are the result of trial and error. As documentation relates to the academic review of literature, the combination and externalization of documents as new lessons evolve, serves as a way to develop or refine explicit documents into new systemic knowledge that is current and relevant, readily available for future use (Nonka, 1994; Chen, McQueen & Sun, 2013). P1A reiterated the importance of documentation by suggesting that those working for the organization document current processes, new processes, and any lessons learned to use in future activities. This aligned with Richter, Stocker, Müller, and Avram's (2013) finding that a prominent goal of knowledge management related to retention is improving documentation in which organizations focus on the former approach, new solutions, changes, progress, and lessons learned for later comparisons.

P1A further indicated, “Again, I rely on documentation a lot when I need to go to do something very specific, I need that SOP” (personal communication, April 1, 2016). A standard operating procedure (SOP) can prove effective in day-to-day tasks. According to Daghfous, Belkhodja, and Angell (2013), SOPs are essential tools to codify tacit knowledge as a form of operations management through knowledge retention. Participant 4 of ABC (P4A) provided supportive details of documenting importance for individuals to perform daily functions without major errors by having explicit materials for non-knowing employees to reference. P4A further illustrated this by answering the question on effective methods for retaining Baby Boomers’ knowledge stating, “more documenting of processes and procedures; how a process is done internally as operational knowledge. This is important to transition and transfer when people leave to keep and maintain” (personal communication, April 6, 2016). P4A also provided types of documentation that the organization used, including manuals, reference guides, and standard procedures for newer employees to review for understanding day-to-day functions.

Externalization in the manner of writing down tacit information to convert into explicit knowledge will allow for longevity of the information (Vásquez-Bravo et al., 2014). Nonaka et al. (1996) indicated that externalizing knowledge into concepts of ideas illustrated through diagrams or sketches will awaken divergent and forward thinking. The illustrations offer insight of the actions needed by someone who has not performed the task before. As justified by Participant 2 of ABC (P2A), “so writing down the things, writing down what we do so that it’s not a work that is done by one special person, so if we need to have someone fill in the gap we can” (personal communication, April 6, 2016). According to Agarwal and Islam (2015), process documentation is a major strategy for transferring an expert’s tacit knowledge into one that is explicit and used by others, which is similar to P2A’s strategy for knowledge retention. In this process of externalization, new employees will internalize the information as the individual begins to read the documentation for synthesizing and understanding (Teece, 2013).

Tacit knowledge captured by way of written documents offer measures and checkpoints that are recognizable when determining the progress made to achieve a goal (Martins & Meyer, 2012). Results can drive employees to perform work that was previously successful. Therefore, it is important that leaders make these documents, such as SOPs and lessons learned, accessible to employees within a structured retrieval system or repository (Daghfous, Belkhodja & Angell, 2013; Massingham, 2014). P2A provided details that expressed the need for organizations to retain information through various modes of documentation for all individuals within the organization to be able to retrieve. The varying modes and importance of documenting identified within P2A’s statement included repository and file sharing as sources to retain Baby Boomers’ knowledge. P2A stated, “in terms of Information Technology and shared systems, I think it’s very important that things do not stay in people’s heads” (personal communication, April 6, 2016). Similar to P2A’s continued statement regarding documentation and the accessibility to it, Daghfous et al. (2013) found that documented tacit knowledge is an effective method for leaders to foster tacit knowledge retention through the dissemination of critical documented processes to new employees to perform the tasks efficiently.

Documentation, regarding knowledge retention, is an effective method to ensure organizations retain critical information (Martins & Meyer, 2012). Because all participants spoke about documentation as a knowledge retention method, it is an enabling method for leaders to use as a best practice for externalizing and internalizing operational data. The documentation process offers insight into specific knowledge areas for retention when employees are leaving (Agarwal & Islam, 2015).

Mentoring. Massingham's (2014) case study yielded exit interviews in the form of lessons learned, were effective approaches to document tacit knowledge of retiring staff to expose new employees to wider experiences, as well as to develop what worked and what did not work to perform future tasks. As the retiring staff shares their lived experiences, mentorship spurs from leaders encouraging collaboration efforts between the retiring knowledge processers with the knowledge successors (Appelbaum et al., 2012a). Among the seven participants, six mentioned mentoring as an effective method of the retention of the Baby Boomers' tacit and explicit knowledge. The one-on-one mentoring affords the transfer of organization-specific knowledge from Baby Boomers to new employees that need this knowledge to perform their job function adequately (Burch & Strawderman, 2014). Mentoring is an informal method in which retaining knowledge happens as a moderate approach to skill and career development over time (Bello & Mansor, 2013). Noted in P1D's excerpt, "we have teamed them up both through our mentorship program, which is one-on-one, for new employees to help pass on that knowledge" (personal communication, April 3, 2016). P1D indicated the mentor would serve as the developer to the mentee by offering the knowledge needed to perform the job, and guiding the mentee in enhancing their skills over a period through effective socialization.

From the information gathered, results concluded that the framework for the CoP is the common goal of exchanging knowledge by way of mentorship (Krishnaveni & Sujatha, 2012; Lotter, Yow & Peters, 2014). Leaders that offer mentoring strategies to employees not only safeguard the potential knowledge drain of departing employees, but also condition newer employees on managing knowledge for intra-organizational support. Understanding different orientations of KM activities like mentoring can help organizations develop strategies aimed to develop further intra-organizational support of improving task performance and champion organizational goals, rather than producing shortcomings (Forcada, Fuertes, Gangolells, Casals, & Macarulla, 2013). Presented by P1A, an organization may benefit more from mentorship programs that offer longer developmental guidance rather than skill training, which may be too specific and not general enough to apply to operational tasks such as an employee's interaction with the organization's clients. Mentorship, in many forms, offers an effective discipline to gain access to the knowledge provider's extensive, explicit knowledge that is deliberative in acquiring and improving organizational processes (Ross, 2013).

Knowledge sharing. Six of the seven participants in this study expressed the need for knowledge share as a method for retaining Baby Boomers' knowledge. As it related to the retiring Baby Boomers, Participant 2 of DEF (P2D) stated, "they retain all of the deep knowledge and then as they transition outward into attrition, they must structure a knowledge share programs for the novice and intermediate employees" (personal communication, April 4, 2016). It is important to understand that there are multiple approaches to knowledge sharing. Particularly, knowledge share is considerably successful through observation, such as meetings and indirect stories (Becerra-Fernandez & Sabherwal, 2014). An environment where knowledge sharing furnished by way of ontological knowledge creation is healthy for organizational sustainment and retention (Nonaka, 1994). However, leaders must gauge the learnability of the entire knowledge share and transfer process between individuals to ensure capture of the most valuable knowledge (McIver et al., 2013; Sanaei et al., 2013).

Training. According to Forcada et al. (2013), one of the most effective approaches to knowledge share and transfer is through training. Similarly, five of the seven participants also considered training as an effective method to retain Baby Boomers' knowledge. All of the participants mentioning training as an essential method, expressed that the skills of an individual relate to their performance and applicability to their field of expertise. Research yielded recurring statements as it related to both on-the-job and cross-training as formal ways to keep employees engaged and current for effective methods knowledge retention. For instance, P2D indicated that "my current job's management is going through the succession planning and they're investing in their employees by developing such as these leadership programs, mentorship programs, cross-shadowing, on-the-job-training" (personal communication, April 4, 2016). P1D likewise stated, "instead of working in a box, we try to expand the different types of work to other people" (personal communication, April 3, 2016). Both P2D and P1D presented similar experiences that various modes of frequent training were effective to knowledge retention.

For the type of training several of the participants noted as KM activities they partake in, the researcher validated through reviews of in-house company documents, including Human Resource orientation documents and internal weblinks to access organizational news. Additionally, organization ABC's external weblink provided information regarding the need for training to support sustainment of the employees as well as the company. P3D provided testimonies to the success of different types of training methods implemented within the organization as effective methods for knowledge retention, including train-the-trainer and friends from the field. According to P3D, "the train-the-trainer program is one that's very important. The train-the-trainer program allows us to train each other in doing different disciplines that we did not know of" (personal communication, April 11, 2016). Similarly, the friends from the field training method is useful to those that work in areas outside of the organization to share their experiences with those within the organization to expand their knowledge of internal and external work processes. P3D described this type of training by stating, "we also have one that's call "friends from the field", which basically means folks from the field that are at customer-sites can come back to teach and train on courses, in-house courses for a week" (personal communication, April 11, 2016).

A review of ABC's virtual 2016 pledge indicated the company invested into its employees professional growth through training. Findings from the training theme indicated that small consulting business leaders should initiate training opportunities similar to those aforementioned, to cultivate knowledge retention. Since training is typically a one-time session for individuals to learn a new skill, the use of multiple training courses are necessary to transfer and retain specific knowledge (Bello & Mansor, 2013). As it related to training methods, cross-training seemed idea for employees to have some knowledge in all operating areas of the organization.

Theme B: Essential Strategies Leaders Use for Knowledge-Share and Transfer

Responses received by participants from question number three, seven, and eight were instrumental to development of the three subthemes, rewards, communication, and motivation that emerged the second principal theme. The second principal theme offers insight into the essential strategies small consulting business leaders can use to share and transfer Baby Boomers' knowledge. The findings of this principal theme illustrates the theme that these leaders considered as most essential to ensuring the sharing and transferring of Baby Boomers knowledge, as well as present significant statements from participants to convey the reality of participants' lived experience. Understanding interpreted phenomena supports an individual's exploration of another person's *life-world* (Tuohy, Cooney, Dowling, Murphy, & Sixsmith, 2013).

Noted within Table 2 are the subthemes fundamentally grouped regarding essential leadership strategies for sharing and transferring the knowledge of Baby Boomers. Hau, Kim, Lee, and Kim (2013) included the three recurring subthemes noted in Table 2, as essential strategies to share and transfer knowledge. In relation to the three subthemes, participants' responses and organizational artifacts substantiated Journal research. Except one theme, indicating a 95.23% recurrence, almost all participants mentioned each of the three subthemes during their interview.

Table 2

Essential Strategies Leaders Use for Knowledge-Share and Transfer

Subthemes	*n*	% Occurrence
Rewards	77	47.53%
Communications	57	35.19%
Motivation	28	17.28%

Rewards. The most discussed subtheme essential for knowledge share and transfer was rewards, in which six of the seven participants mentioned the subtheme. The participants expressed reward strategies used to encourage Baby Boomers' willingness to partake in knowledge share and transfer activities. As it related to rewards, in terms of monetary or non-monetary, each of these participants spoke on three of Bass' (1985) transformational leadership constructs, including idealized influence, intellectual stimulation, and individualized consideration as ways to incentivize employees to participate in knowledge share and transfer.

For instance, P1A, P2D, and P3D, all described experiences of influencing their Baby Boomers to share and transfer knowledge utilizing the leading by example approach, and in return, employees take self-pleasure for sharing the organizational vision with the leader. As described within the review of academic literature, Luntz (2011) stated an employee may reach higher performance by way of admiration for the leader, as long as the leader identifies the principal objective and expresses trust in the employee's capability. P3D described that employees seeing you working hard will in turn do the same, further offering an example that, “leading by example means that that individual is going to do little bit more, and understand that only because it’s 5 o’clock, that doesn’t mean that it’s time to go” (personal communication, April 11, 2016).

Through idealized influence, an employee can perform the work in a manner of coercion from the leader, in which the reward is performing a task (Gregoire & Arendt, 2014). That task, being knowledge share and transfer, will mirror the leader’s involvement in making the same effort. Different from monetary rewards, small consulting business leaders should note other reward mechanisms. Further details provided by P3D as it relates to reward was, “because of the fact that it’s not always the monetary reward they’ll gain, but it’s also they get peer recognition across their peers, and also get noticed within the company” (personal communication, April 11, 2016). P3D went on to mention that the organization’s Baby Boomer employees have inspired other employees based on the recognition that the Baby Boomers received from internal and external stakeholders.

Recognition also plays a major role in knowledge share and transfer, particularly among the Baby Boomers (Appelbaum et al., 2012b). Both P1D and P2A responses correlated in stating that they rewarded their employees by way of recognition and positive feedback. Positive feedback, as it relates to intellectual stimulation, can serve as reinforcement for leaders to receive new and creative ideas for resolving issues (Bass, 1985; Breevaart, Bakker, Hetland, Demerouti, Olsen & Espevik, 2014; Stewart, 2006).

Reinforcement can also take the form of value proposition, where the leader shows acceptance and usefulness of the employee. Appelbaum et al. (2012a) found the basis of Baby Boomers' willingness to share and transfer knowledge rests within their recognized value to the organization. The findings mentioned by P3D were regarding the importance of its Baby Boomers showed their value proposition and recognition for what they offer. Specifically noted by P3D was Baby Boomers' receipt of recognition for mentoring and participating in knowledge share and transfer activities, to acknowledge their contributions throughout the organization. P3D best supported this sentiment by stating, "because of the fact that it's not always the monetary reward they'll gain, but it's also they get peer recognition across their peers, and also get noticed within the company" (personal communication, April 11, 2016). The general consensus of the participants' details supported the importance of having the retiring staff to feel valued and that their opinions and contributions are significant to the organization. P3D's statement, "I think the most important thing that the Baby Boomers would like to know is to show that they're valued and their value proposition to the company and the organization" (personal communication, April 11, 2016) further supported retiring employees' reward preference.

The act of individualized consideration that leaders envision for their employee will add value to the organizational culture (Bass & Avolio, 1993). Baby Boomer employees might lend new information, unbeknownst to leaders because of their intimate involvement with operational processes, which should receive acknowledgement to promote continual information share trends. Small consulting business leaders will need to communicate the organizational goals and appreciation to those instrumental in ensuring achievement.

Communication. All seven participants discussed the need for communications to occur routinely for knowledge share and transfer to happen. Within this study, the utilization of communication as a subtheme served as the interaction of knowledge between individuals or groups of an organization with the logic of making it visible, storable, transferable, and editable, for the knowledge recipient to apply the knowledge as needed (Majchrzak, Faraj, Kane, & Azad, 2013). Leaders must promote diverse modes of communication resources to ensure that Baby Boomers knowledge undergoes sharing and transferring to the recipients who will remain.

Findings indicated that a brief discussion is enough to warrant essential knowledge transfer. As P1A indicated, “social interaction in different forms is also good. Whether it be for a business lunch or networking event” (personal communication, April 1, 2016). Should the knowledge shared and transferred, undergo conversion from explicit to tacit through internalization, or from tacit to newer tacit knowledge, communication is the overarching construct for knowledge creation (Nonaka, 1994). Additionally, communication does not have to be formal and can happen in the least of structured environments. P1D shared that within the DEF organization, all employees participate in an open forum, which offers retiring Baby Boomer employees the opportunity to communicate their lived experiences to team members that are suffering from similar work issues. According to P1D, the open communications are effective for Baby Boomers to relay their knowledge that new employees can gather and learn from to apply in future scenarios.

P1A’s statement offers leaders a general approach for Baby Boomers to engage in communicative methods for delivering tacit as well as explicit knowledge to inexperienced employees prior to their exodus. During these types of informal settings where employees can communicate freely, others may learn by way of observation. The *tacitness* dimensions of unspoken communication are obtainable and measurable by way of initial observation and later unobserved performance (McIver et al., 2013). Still, leaders must provide the feedback necessary to obtain the desired performance. Indication from P3D suggested communication as entirely essential, stating, “it’s very important for our organization to have, the knowledge of which we have, one, we can communicate to each other on the basis of the company’s overall mission is in terms of what we are trying to accomplish” (personal communication, April 11, 2016). Vásquez-Bravo et al.’s (2014) study further extended the understanding of this statement indicating that knowledge transfer transpires through individuals interacting socially in which they share their organizational experiences.

Similarly, communication is a way to other means of performance, particularly through verbal communications to motivate employees. PA4 stated, “the ability to communicate effectively, even if it is only to touch base with the other managers, employees, or new staff to keep them motivated to work” (personal communication, April 6, 2016). The findings further connected similar information, including knowledge share, knowledge transfer, internalization, and combination obtained during the research of literature, which are essential to knowledge creation (Nonaka, 1994).

Motivation. Among all seven participants, each mentioned motivation as a strategic approach for Baby Boomers’ knowledge share and transfer. Both P1A and P2A responses correlated with the organizational chart, as a top down approach for a healthy exchange of employees' need for information, especially from Baby Boomers, to attain the mission goal. P2A expressed a similar affirmation about the Baby Boomers, stating "basically, well I guess what a good trait is they're self-motivating, to get themselves out of and about to, I guess, being able to take that next step toward sharing information" (personal communication, April 3, 2016). Literature from Bass (1995) confirmed that motivation, by way of encouragement, support, and advice, is a form of knowledge sharing that leaders provide to followers.

The findings, formulated through organizational documents, participant statements, and found literature lends to the effect that motivation inspired through leadership will foster knowledge share and transfer. A key aspect of leaders motivating transfer is that the transition must occur across all generations. Organizations having a multigenerational workforce will need to adopt the motivational skills to promote knowledge share and transfer (Appelbaum et al., 2012b).

Achievement of multigenerational motivation can occur in the establishment of teaming environments or networking measures (Appelbaum et al., 2012b; Chuang, Jackson, & Jiang, 2016). P3D indicated inspiration among their Baby Boomer cohort occurred through motivational exercises, including competitive events and peer review sessions, to ensure knowledge flow to less experienced employees. The points conferred from P1A's interview served as secondary confirmation of Baby Boomers' need for leadership's motivation to partake in knowledge share and transfer, indicating their need for inspiration after having worked intensely for 20 years or more and now looking toward retirement. P1A stated, “for those that are not out the door just yet, they need to be motivated to share” (personal communication, April 1, 2016). Both P1A’s and P1D’s experiences conveyed that motivation promoted within Baby Boomers’ by their leaders within small consulting businesses encourages the organizational support for knowledge retention, primarily through transforming their commitment. According to Wright et al. (2012), transformational leaders must inspire, transcend, and raise awareness to the importance of an employee’s interest for the sake of the company. These retiring Baby Boomers will need the motivation from leaders to participate in knowledge retention activities to offset the organization’s potential *brain drain*.

Participants expressed that motivation was a major factor in getting the Baby Boomers involved with sharing and transferring knowledge to ensure retention, often through respectful, meaningful, and candid engagements to inform them of the organization’s intent. The review of the literature covered the need for small consulting business leaders to have close relationships with the knowledge holders to obtain their loyalty to collaborate in efforts of knowledge share and transfer (Sanaei et al., 2013; Wright et al., 2012). Small consulting business leaders should recognize that as the Baby Boomers near the door of retirement, they would require more of motivation to share their knowledge for the transition to the organization for continuity. As noted by Biron and Hanuka (2015), it is the leader’s responsibility to instill and promote the motivation needed to its departing employees to facilitate knowledge continuity.

Application to Professional Practice

This study contributes to the significance in understanding the strategies necessary to retain the tacit and explicit knowledge of retiring Baby Boomers. The desire to remain sustainable post a major knowledge drain must meet the support of leaders that institute forward thinking to mitigate operational risk (Hora & Klassen, 2013). Small consulting business leaders should adopt differing strategic styles relevant to the knowledge retention objective. This study added to the foundation of information that Baby Boomers' knowledge is essential to the functioning capacity of the company by revealing the benefits of utilizing internal resources. Additionally, the values of this study include exposure to leadership strategies that motivate knowledge share and transfer to small businesses that may struggle in influencing this behavioral adoption of its employees. The leadership strategies presented relate to the characteristics of transformational leaders that use motivation, influence, consideration, and stimulation of employees to achieve organizational goals (Moriano, Molero, Topa, & Mangin, 2014). Business leaders within small to large organizations may find the results of this study beneficial. Therefore, as the researcher, virtual distribution of this study through publication, and in-person speaking engagements will disseminate the findings for organizations to consider.

The results of this study also relate to creative innovation gained from effective leadership strategies. The findings identified from this study aligned with the knowledge creation theory of which leaders must establish a theoretical framework through social interaction, tacit, and explicit knowledge to retain specific knowledge (Nonaka, 1994). In addition, the findings aligned with the transformational leadership theory based on varying strategies used to alter followers' behaviors (Bass, 1995). The small consulting business leaders that retained Baby Boomers' knowledge obtained knowledge noted as invaluable and necessary for its operational sustainment. Yet, organizational leaders hold the institutional knowledge to determine the effective and essential strategies required to support the organization at the time of a knowledge drain crisis (Laddha, Singh, Gabbad, & Gidwani, 2012). Businesses lacking the effective and essential tools, resources, or plans in place to retain retiring knowledge will face, not only risk of continuity, but also financial burdens for reestablishing founding knowledge otherwise lost.

Implications for Social Change

Findings produced because of this study include beneficial strategies that may create a streamlined process of knowledge retention within organizations. The results can promote senior leaders and even business owners' with potential application of the strategies found from this study that might ensure more tacit and explicit operational knowledge remains, allowing organizations a continuity of operations and competition to promote a more efficient workforce and sustainable growth (Walker & Forbes, 2014). Sustainable growth of an efficient workforce will positively impact society by producing improved supplies and services for economic progression. The concept of organizational generativity, defined as promoting organizational change through tacit knowledge retrieval and sharing, is a major contributor to retaining *know-how* knowledge within a business for future use (Peet, 2012). This study contains specific elements that might benefit those that review the results as supporting evidence to the practice of businesses and individuals with key concepts of internal interactions among leaders and employees of multi-generations, to improve the betterment of communities to work collaboratively to achieve a common goal.

Human interaction is an essential element to continuing global sustainment of a predecessor’s action inherited (Goodwin, 2013). The focus organizations might examine within this study is the interaction leaders had with their Baby Boomer employees to build the bridge to alleviate knowledge loss between an organization’s retiring workforce and those remaining. Additional contributions leaders should consider are the methods that are effective in retaining Baby Boomers’ knowledge, including succession planning, documenting, mentoring, knowledge sharing, and training. Similarly, the essential strategies identified as rewards, communication, and motivation posited through this study should receive leadership’s consideration for promoting a knowledge share and transfer work environment.

As knowledge transitions from its predecessor, a transformation of new knowledge occurs to emerge environmental activities for future users (Goodwin, 2013). Promoting knowledge share and transfer allows for innovation and creativity of cross-functional skills among employees to promote collaboration with leaders internally, and communal stakeholders external to the organization (Taylor, 2013). Followers are more inclined to share their knowledge, noting their self-worth to employers once the knowledge becomes an asset to the organization (Luntz, 2011; Swart, Kinnie, Rossenberg, & Yalabik, 2014). The contributions to the professional application are knowledge sharing and transferring, as well as essential and effective leadership characteristics used to enhance small consulting business leaders with strategies to mitigate the extensive number of expert knowledge leaving to maintain effective operational status after Baby Boomers' retirement. Another implication for positive social change includes the potential to increase uniform knowledge, evolution of followers into leaders, and mitigation of knowledge drain to maintain organizational sustainability.

Recommendations for Action

The purpose of this study was to explore the strategies small consulting business leaders use to retain the tacit and explicit knowledge of retiring staff to erect continuity after their departure. Based on the results of this study, organizational leaders should focus on those strategies considered essential to retaining retiring Baby Boomers' knowledge. Leaders should pay most attention to training and mentoring as those methods work cooperatively across generations to influence knowledge share and transfer fragmented of knowledge retention. Training and mentoring are KM tools used to develop careers, while inadvertently enriching succession planning (Massingham, 2014; Sobel & Drewry, 2015). Small business leaders will be able to apply training and mentoring strategies quickly because of relaxed restrictions and change approvals, to enhance practical business methods for sustainability (Brien & Hamburg, 2014).

Additionally, the findings from this study may alert all stratums of businesses, including small, medium, and large, to the essential strategies used to nurture a knowledge sharing and transferring environment that is paramount to daily operations and organizational growth (Appelbaum et al., 2012b). Should organizational leaders find that any of these strategies are not in place, they should start developing and implementing as many of these strategies as feasible. However, the application is only a part of the process; and therefore, leaders must gauge the success of these strategies to document lessons learned and improve explicit documents through Nonaka's (1994) four constructs of internalization, externalization, socialization, and combination. The best method in which this study reaches global utilization is through virtual accessibility. Similar to the document sharing process by way of a repository as noted by Daghfous et al. (2013), the publication of this study and inclusive results through the internet will reach all levels of organizations.

Recommendations for Further Research

Despite the strengths throughout this study, some limitations still surfaced. First, participants did not convey experiences of negative accounts managing Baby Boomer employees. This limited insight as to other potential strategies leaders may use to obtain the full participation of retiring employees. My recommendation for future research is to extend the questions beyond the strategies of knowledge retention and methods for knowledge share and transfer. A second limitation was that all participants were from small organizations. In future research, I recommend that this study branches out to medium and larger organizations to replicate and validate data resulting in either significant, distinct findings, or remain generalized. Third, I served as the only researcher for this study. In a future study, I believe it would be best to include a second researcher to serve as an auditor for reliable measures.

Reflections

Throughout the entire doctoral study process, I often found myself consumed with new knowledge, particularly in the areas of conducting semistructured interviews and analyzing research data. At first intimidated by all the components, attention to detail, and overall reporting. Immediately, I noted this was a very time consuming and rigorous process. Yet, there was another side to this stage. One, I was able to engage in conversation with very interesting and knowledgeable participants. Two, I gained a deeper understanding of their lived experiences as a way to potentially implement similar strategies as new a manager within my organization meeting the same knowledge drain.

After gathering the information to support my study, I then had to analyze the data with a software package that was unfamiliar and offered little training. Yet, by way of tenacity, a special classmate that is also my dear friend, and YouTube, the three of us finally made headway. Overall, the doctoral study process was a humbling experience. Moreover, now that I have completed the study phase, I feel a sense of pride and self-reward for being able to manage both my career and school workload successfully at process conclusion.

Summary and Study Conclusions

With Baby Boomers retiring at a rate of 10,000 per day, approximately 70 million Baby Boomers will depart from the U.S. labor force by the year 2020 (Gordon, 2014b). Just as important, 66% of the retiring labor force will need to be replaced with highly skilled and expert talent (Gordon, 2014a). An evident solution to this imminent gap in talent is to take the necessary actions of capturing and retaining the operational knowledge of the retiring employees prior to their departure. The specific business problem and central research question enacted as drivers to gain a deeper understanding of strategies and methods used by small consulting business leaders to retain the tacit and explicit knowledge of retiring Baby Boomers. To learn and understand these strategies, I explored two small consulting businesses within the Washington, DC metropolitan area by conducting seven individual semistructured interviews of participants having 10 years of managing Baby Boomer employees.

After extracting information from the participants, I used a thematic approach that exposed small consulting business leaders' effective methods to retain knowledge and essential strategies to share and transfer knowledge. Findings resulting from this study are supportive of the two conceptual frameworks, reinforced by participants' interview statements, organizational artifacts, and previous research. Organizations adopting Bass' (1985) transformational leadership style will be able to influence, motivate, and stimulate its followers to take on a more active approach toward the goal of knowledge retention. Similarly, organizations applying Nonaka's (1994) knowledge creation theory will revolutionize new knowledge in light of the retirement of deep knowledge.

The methodological triangulation applied throughout this qualitative case study assisted with increasing the validity of the findings and broadening insight of the phenomena (Bekhet & Zauszniewski, 2012). Despite the limitations found, I believe that this study adds to the understanding of leaders' approaches to organizational development and retention of tacit and explicit knowledge. The data analytic methods applied within this study yielded recurring subthemes and findings, which are indications of sufficient saturation and dependability of this study. However, I believe that the recommendations presented may extend the credibility of applying the rigor of this study to medium and large organizations. As noted in several journal sources, although I did not reach the anticipated number of participants, this is a normal expectation during qualitative research, in which 100% of all solicited participants is often not realistic.

Although organizations should try sharing and transferring the deep knowledge of the retiring Baby Boomers while they are still available, leaders will still need to establish strategic activities to further develop and retain that knowledge post the Baby Boomers exit. Leaders must be able to adequately assess and manage the knowledge that is essential to operational stability and competitive growth (Dries, 2013). The findings provide new information on effective and essential leadership practices obtainable to other small consulting businesses to use as a tool for mitigating the organization’s operational *brain drain*.

References

Alipour, F., Idris, K., & Karimi, R. (2011). Knowledge creation and transfer: Role of learning organization. *International Journal of Business Administration, 2,* 61–67. doi:10.5430/ijba.v2n3p61

Akbarnejad, M., & Chanzanagh, H. E. (2012). Protestant work ethic, gender role attitudes, ethnicity and class: Case of Iran. *International Journal of Social Science and Humanity, 2,* 270–275. doi:10.7763/IJSSH.2012.V2.108

Al-Asfour, A., & Lettau, L. (2014). Strategies for leadership styles for multi-generational workforce. *Journal of Leadership, Accountability and Ethics, 11*, 58–69. Retrieved from http://www.na-businesspress.com

Anderson, G. F., & Hussey, P. S. (2000). Population aging: A comparison among industrialized countries. *Health Affairs, 19*, 191–203. Retrieved from http://hcim.di.fc.ul.pt/hcimwiki/images/3/3a/Anderson2000-PopulationAging.pdf

Andert, D. (2011). Alternating leadership as a proactive organizational intervention: Addressing the needs of the Baby Boomers, Generation Xers and Millennials. *Journal of Leadership, Accountability & Ethics, 8*, 67–83. Retrieved from http://www.na-businesspress.com

Appelbaum, S., Gunkel, H., Benyo, C., Ramadan, S., Sakkal, F., & Wolff, D. (2012a). Transferring corporate knowledge via succession planning: Analysis and solutions-Part 1. *Industrial and Commercial Training, 44*, 281–289. doi:10.1108/00197851211245031

Appelbaum, S., Gunkel, H., Benyo, C., Ramadan, S., Sakkal, F., & Wolff, D. (2012b). Transferring corporate knowledge via succession planning: Analysis and solutions-Part 2. *Industrial and Commercial Training, 44,* 379–388. doi:10.1108/00197851211267956

Archibald, M. M. (2015). Investigator triangulation: A collaborative strategy with potential for mixed methods research. *Journal of Mixed Methods Research, 10,* 228–250. doi:10.1177/1558689815570092

Agarwal, N. K., & Islam, M. A. (2015). Knowledge retention and transfer: how libraries manage employees leaving and joining. *VINE, 45*, 150–171. doi:10.1108/VINE-06-2014-0042

Bailey, L. F. (2014). The origin and success of qualitative research. *International Journal of Market Research, 56,* 167–184. doi:10.2501/IJMR-2014-013

Barrick, M. R., Thurgood, G. R., Smith, T. A., & Courtright, S. H. (2015). Collective organizational engagement: Linking motivational antecedents, strategic implementation, and firm performance. *Academy of Management Journal, 58,* 111–135. doi:10.5465/amj.2013.0227

Bass, B. M. (1985). *Leadership and performance beyond expectations.* New York, NY: Free Press.

Bass, B. M. (1991). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics, 18*, 19–31. Retrieved from http://www.elsevier.com/locate/orgdyn

Bass, B. M. (1995). Theory of transformational leadership redux. *The Leadership Quarterly, 6*, 463–478. doi:10.1016/1048-9843(95)90021-7

Bass, B. M., & Avolio, B. J. (1993). Transformational leadership and organizational culture. *Public Administration Quarterly, 17*, 112–121. Retrieved from http://www.jstor.org/stable/40862298

Barker, R. L., & Branson, D. M. (2014). *Forensic social work: Legal aspects of professional practice*. New York, NY: Routledge.

Baynes, K. (2014). *A case study of professional development for improving teachers' content knowledge* (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses database. (UMI No. 3635785)

Becerra-Fernandez, I., & Sabherwal, R. (2014). *Knowledge management: Systems and processes*. New York, NY: Routledge.

Beck, V. (2012). Employers' views of learning and training for an ageing workforce. *Management Learning, 45*, 200–215. doi:10.1177/1350507612468421

Bekhet, A. K., & Zauszniewski, J. A. (2012). Methodological triangulation: an approach to understanding data. *Nurse Researcher*, *20*(2), 40–43. Retrieved from http://rcnpublishing.com/journal/nr

Bello, M. A., & Mansor, Y. (2013). Strengthening professional expertise: Mentoring in knowledge transfer, the cataloguers' perspective. *International Information and Library Review, 45*, 139–148. doi:10.1080/10572317.2013.10766381

Bennett, J., Pitt, M., & Price, S. (2012). Understanding the impact of generational issues in the workplace. *Facilities, 30*, 278–288. doi:10.1108/02632771211220086

Biron, M., & Hanuka, H. (2015). Comparing normative influences as determinants of knowledge continuity. *International Journal of Information Management, 36*, 655–661. doi:10.1016/j.ijinfomgt.2015.07.006

Bloom, D. E., Boersch-Supan, A., McGee, P., & Seike, A. (2011). Population aging: Facts, challenges, and responses (PGDA Working Paper No. 71). Boston, MA: Program on the Global Demography of Aging. Retrieved from http://www.aarp.org/content/dam/aarp/livable-communities/learn/demographics/population-aging-facts-challenges-and-responses-2011-aarp.pdf

Brien, E. O., & Hamburg, I. (2014). Supporting sustainable strategies for SMEs through training, cooperation and mentoring. *Higher Education Studies, 4*, 61–69. doi:10.5539/hes.v4n2p61

Boesch, I., Schwaninger, M., Weber, M., & Scholz, R. W. (2013). Enhancing validity and reliability through feedback-driven exploration: A study in the context of conjoint analysis. *Systemic Practice and Action Research, 26*, 217–238. doi:10.1007/s11213-012-9248-6

Bolino, M. C., Klotz, A. C., Turnley, W. H., & Harvey, J. (2013). Exploring the dark side of organizational citizenship behavior. *Journal of Organizational Behavior, 34*, 542–559. doi:10.1002/job.1847

Bolívar-Ramos, M. T., García-Morales, V. J., & Mihi-Ramírez, A. (2011). Influence of technological distinctive competencies and organizational learning on organizational innovation to improve organizational performance. *Economics & Management, 16*, 670–675. Retrieved from http://www.icem.lt/en

Boyd, D., & Crawford, K. (2012). Critical questions for big data: Provocations for a cultural, technological, and scholarly phenomenon. *Information, Communication & Society, 15*, 662–679. doi:10.1080/1369118X.2012.678878

Bratianu, C., & Orzea, I. (2012). Knowledge strategies analysis by using the analytic hierarchy process. *IUP Journal of Knowledge Management, 10*, 7–21. Retrieved from http://www.iupindia.in/

Breevaart, K., Bakker, A., Hetland, J., Demerouti, E., Olsen, O. K., & Espevik, R. (2014). Daily transactional and transformational leadership and daily employee engagement. *Journal of Occupational & Organizational Psychology, 87*, 138–157. doi:10.1111/joop.12041

Brown, S., McHardy, J., McNabb, R., & Taylor, K. (2011). Workplace performance, worker commitment, and loyalty. *Journal of Economics & Management Strategy, 20*, 925–955. doi:10.1111/j.1530-9134.2011.00306.x.

Burbach, R. & Royle, T. (2010). Talent on demand?: Talent management in the German and Irish subsidiaries of a US multinational corporation. *Personnel Review, 39*, 414–431. doi:10.1108/00483481011045399\

Burch, R. F. V., & Strawderman, L. (2014). Leveraging generational differences to reduce knowledge transfer and retention issues in public administration. *Public Administration Research, 3*(2), 61–75. doi:10.5539/par.v3n2p61

Campbell, B. A., Coff, R., & Kryscynski, D. (2012). Rethinking sustained competitive advantage from human capital. *Academy Of Management Review, 37*, 376–395.

Cahill, K. E., Giandrea, M. D., & Quinn, J. F. (2011). Reentering the labor force after retirement. *Monthly Labor Review, 134*(6), 34–42. Retrieved from http://www.bls.gov/mlr/

Cekada, T. L. (2012). Training a multigenerational workforce. *Professional Safety, 57*(3), 40–44. Retrieved from http://www.asse.org/bprofe1.htm

Chand, M., & Tung, R. L. (2014). The aging of the world's population and its effects on global business. *Academy of Management Perspectives, 28*, 409–429. doi:10.5465/amp.2012.0070

Chen, C. Y. (2012). An innovative knowledge management learning cycle by Lego NXT for science education. *International Journal of Innovative Computing Information and Control*, *8*, 791–798. Retrieved from http://www.ijicic.org/home.htm

Chen, J., McQueen, R. J., & Sun, P. Y. (2013). Knowledge transfer and knowledge building at offshored technical support centers. *Journal of International Management, 19*, 362–376. doi:10.1016/j.intman.2013.03.009

Chi, C. G., Maier, T. A., & Gursoy, D. (2013). Employees' perceptions of younger and older managers by generation and job category. *International Journal of Hospitality Management, 34*, 42–50. doi:10.1016/j.ijhm.2013.01.009

Chien-Hsing, W., Shu-Chen, K., & Lan-Hsin, S. (2010). Assessing the suitability of process and information technology in supporting tacit knowledge transfer.

Behaviour & Information Technology, *29*, 513–525. doi:10.1080/01449290903490666

Christopher, D., & Tanwar, A. (2012). Knowledge management in outsourcing environment: People empowering people. *IUP Journal of Knowledge Management, 10*, 61–86. Retrieved from http://www.iupindia.in/

Chuang, C. H., Jackson, S. E., & Jiang, Y. (2016). Can knowledge-intensive teamwork be managed? Examining the roles of HRM systems, leadership, and tacit knowledge. *Journal of Management, 42,* 524–554. doi:10.1177/0149206313478189

Chunlei, W., Rodan, S., Frun, M., & Xiaoyan, X. (2014). Knowledge networks, collaboration networks, and exploratory innovation. *Academy of Management Journal*, *57*, 454–514. doi:10.5465/amj.2011.091

Cleary, M., Horsfall, J., & Hayter, M. (2014). Data collection and sampling in qualitative research: does size matter? *Journal of Advanced Nursing*, *7*0, 473–475 3p. doi:10.1111/jan.12163

Cogin, J. (2012). Are generational differences in work values fact or fiction?. Multi-country evidence and implications. *The International Journal of Human Resource Management, 23*, 2268-2294. doi:10.1080/09585192.2011.610967

Collins, J. (2011). It's all in here! how do we get it out?. *Talent Development*, *65*, 58–61. Retrieved from http://www.astd.org/

Connell, M. A. (2013). *Exploring knowledge sharing in the Department of Defense* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (UMI No. 3557132)

Corbin, J., & Strauss, A. (2014). *Basics of qualitative research: Techniques and procedures for developing grounded theory*. Thousand Oaks, CA: Sage Publications, Inc.

Cridland, E. K., Jones, S. C., Caputi, P., & Magee, C. A. (2015). Qualitative research with families living with autism spectrum disorder: Recommendations for conducting semistructured interviews. *Journal of Intellectual and Developmental Disability, 40*(1), 78–91. Retrieved from http://www.tandfonline.com.ezp.waldenulibrary.org/toc/cjid20/current

Daghfous, A., Belkhodja, O., & C. Angell, L. (2013). Understanding and managing knowledge loss. *Journal of Knowledge Management*, *17*(5), 639–660. doi:10.1108/JKM-12-2012-0394

DeFeo, J. D. (2013). Toward a model of purposeful participant inclusion: Examining deselection as a participant risk. *Qualitative Research Journal*, *13*, 253–264. doi:10.1108/QRJ-01-2013-0007

Denzin, N. K. (2012). Triangulation 2.0. *Journal of Mixed Methods Research, 6*, 80–88. doi:10.1177/1558689812437186

Dinur, A. (2011). Tacit knowledge taxonomy and transfer: Case-based research. *Journal of Behavioral & Applied Management, 12*(3), 246–281. Retrieved from http://www.ibam.com

Drost, E. A. (2011). Validity and reliability in social science research. *Education Research and Perspectives, 38,* 105–124. Retrieved from http://www.education.uwa.edu.au/research/journal

Durst, S., & Edvardsson, I. R., (2012). Knowledge management in SMEs: A literature review. *Journal of Knowledge Management, 16,* 879–903. doi:10.1108/13673271211276173

Durst, S., & Wilhelm, S. (2012). Knowledge management and succession planning in SMEs. *Journal of Knowledge Management, 16*(4), 637–649. doi.:10.1108/13673271211246194.

Dries, N. (2013). The psychology of talent management: A review and research agenda. *Human Resource Management Review, 23,* 272–285. doi:10.1016/j.hrmr.2013.05.001

Dworkin, S. L. (2012). Sample size policy for qualitative studies using in-depth interviews. *Archives of Sexual Behavior, 41*, 1319–1320. doi:10.1007/s10508-012-0016-6

Ebrahimpour, H., Zahed, A., Khaleghkhah, A., & Sepehri M. B. (2011). A survey relation between organizational culture and organizational citizenship behaviour. *Procedia –Social and Behavioural Sciences*, *30*, 1920–1925. doi:10.1016/j.sbspro.2011.10.373

Eikhof, D. R., Warhurst, C., & Haunschild, A. (2007). Introduction: What work? what life? what balance? critical reflections on the work-life balance debate. *Employee Relations, 29*, 325–333. doi:10.1108/01425450710839452

Ellis, T. J., & Levy, Y. (2010). A guide for novice researchers: Design and development research methods. *Informing Science & IT Education Conference*. np. Retrieved from http://proceedings.informingscience.org/

Elo, S., Kääriäinen, M., Kanste, O., Pölkki, T., Utriainen, K., & Kyngäs, H. (2014). Qualitative content analysis: A focus on trustworthiness. *Sage Open, 4,* 1–10. doi:10.1177/2158244014522633

Erlingsson, C., & Brysiewicz, P. (2013). Orientation among multiple truths: An introduction to qualitative research. *African Journal of Emergency Medicine, 3*, 92–99. doi:10.1016/j.afjem.2012.04.005

Farooqi, Y. A., Rehman, S., & Rehman, C. A. (2014). Leadership practices at schools: An exploratory study of rural areas of Gujrat. *International Journal of Business and Management Invention, 3*(51), 39–46. Retrieved from http://www.ijbmi.org/papers/Vol(3)5/Version-4/F0354039046.pdf

Feige, A., Wallbaum, H., Janser, M., & Windlinger, L. (2013). Impact of sustainable office buildings on occupant's comfort and productivity. *Journal of Corporate Real Estate, 15*, 7–34. doi:10.1108/JCRE-01-2013-0004

Festing, M., & Schäfer, L. (2014). Generational challenges to talent management: A framework for talent retention based on the psychological-contract perspective. *Journal of World Business, 49*, 262–271. doi:10.1016/j.jwb.2013.11.010

Freyens, B. P. (2010). Managing skill shortages in the Australian public sector: Issues and perspectives. *Asia pacific journal of Human Resources, 48*, 262–286. doi:10.1177/1038411110368468

Forcada, N., Fuertes, A., Gangolells, M., Casals, M., & Macarulla, M. (2013). Knowledge management perceptions in construction and design companies. *Automation in Construction, 29*, 83–91. doi:10.1016/j.autcon.2012.09.001

Fujita, M. K., Leaché, A. D., Burbrink, F. T., McGuire, J. A., & Moritz, C. (2012). Coalescent-based species delimitation in an integrative taxonomy. *Trends in ecology & Evolution*, *27*, 480–488. Retrieved from http://www.cell.com/trends/ecology-evolution/home

George, E. (2013). 5 Steps to planning for internal successors in a small business environment. *Journal of Financial Planning*, *26*, 21–23. Retrieved from http://www.journalfp.net/

Gregoire, M. B., & Arendt, S. W. (2014). Leadership: Reflections over the past 100 years. *Journal of the Academy of Nutrition and Dietetics, 114,* S10–S19. doi:10.1016/j.jand.2014.02.023

Goerlandt, F., & Kujala, P. (2014). On the reliability and validity of ship–ship collision risk analysis in light of different perspectives on risk. *Safety science, 62*, 348–365. doi:10.1016/j.ssci.2013.09.010

Goodwin, C. (2013). The co-operative, transformative organization of human action and knowledge. *Journal of Pragmatics, 46,* 8–23. doi:10.1016/j.pragma.2012.09.003

Gordon, E. E. (2014a). Falling off the talent cliff: The failing US jobs machine. *Employment Relations Today, 40,* 1–6. doi:10.1002/ert.21427

Gordon, E. E. (2014b). Mobilizing a talent revolution in healthcare. *Surgical Neurology International*, *5,* 95. doi:10.4103/2152-7806.134653

Gordon, V., & Steele, P. (2005). The advising workplace: Generational differences and challenges. *NACADA Journal*, *25,* 26–30. Retrieved from http://www.nacada.ksu.edu/journal/Volume-TwentyFive-Issues-1-2.htm

Gursoy, D., Chi, C., & Karadag, E. (2013). Generational differences in work values and attitudes among frontline and service contact employees. *International Journal of Hospitality Management, 32*, 40–48. doi:10.1016/j.ijhm.2012.04.002

Hall-Ellis, S. D. (2015). Succession planning and staff development: A winning combination. *The Bottom Line, 28,* np. doi:10.1108/BL-05-2015-0007

Hansen, J. I. C., & Leuty, M. E. (2012). Work values across generations. *Journal of Career Assessment, 20*, 34–52. doi:10.1177/1069072711417163

Harper, M., & Cole, P. (2012). Member checking: Can benefits be gained similar to group therapy? *The Qualitative Report, 17*(2), 510–517. Retrieved from http://www.nova.edu/ssss/QR/

Harvey, J. (2012). Managing organizational memory with intergenerational knowledge transfer. *Journal of Knowledge Management, 16,* 400–417. doi:10.1108/13673271211238733

Harvey, S. (2014). Creative synthesis: Exploring the process of extraordinary group creativity. *Academy of Management Review*, *39,* 324–343. doi:10.5465/amr.2012.0224

Harvey, S., & Kou, C. (2013). Collective engagement in creative tasks: The role of evaluation in the creative process in groups. *Administrative Science Quarterly, 58*, 346–386. doi:10.1177/0001839213498591

Hau, Y. S., Kim, B., Lee, H., & Kim, Y. G. (2013). The effects of individual motivations and social capital on employees' tacit and explicit knowledge sharing intentions.

International Journal of Information Management, *33*, 356–366. doi:10.1016/j.ijinfomgt.2012.10.009

Helyer, R., & Lee, D. (2012). The twenty-first century multiple generation workforce: Overlaps and differences but also challenges and benefits. *Education and Training, 54,* 565–578. doi:10.1108/00400911211265611

Hernaus, T., & Vokic, N. P., (2014). Work design for different generational cohorts. *Journal of Organizational Change Management, 27*, 615–641. doi:10.1108/JOCM-05-2014-0104

Hilal, A. H., & Alabri, S. S. (2013). Using Nvivo for data analysis in qualitative research. *International Interdisciplinary Journal of Education, 2*, 181–186. Retrieved from http://www.iijoe.org

Hoch, J. E. (2013). Shared leadership and innovation: The role of vertical leadership and employee integrity. *Journal of Business and Psychology, 28*, 159–174. doi:10.1007/s10869-012-9273-6

Hokanson, C., Sosa-Fey, J., & Vinaja, R. (2011). Mitigating the loss of knowledge resulting from the attrition of younger generation employees. *International Journal of Business & Public Administration, 8,* 138–151. Retrieved from http://www.iabpad.com/

Hood, R. (2015). Combining phenomenological and critical methodologies in qualitative research. *Qualitative Social Work, 15*, 160–174, doi:10.1177/1473325015586248

Hora, M., & Klassen, R. D. (2013). Learning from others' misfortune: Factors influencing knowledge acquisition to reduce operational risk. *Journal of Operations Management, 31*, 52–61. doi:10.1016/j.jom.2012.06.004

Houghton, C., Casey, D., Shaw, D., & Murphy, K. (2013). Rigour in qualitative case-study research. *Nurse Researcher, 20*, 12–17. Retrieved from http://rcnpublishing.com/journal/nr

Inabinett, J. M., & Ballaro, J. M. (2014). Developing an organization by predicting employee retention by matching corporate culture with employee's values: A correlation study. *Organization Development Journal, 32*(1), 55–74. Retrieved from http://www.isodc.org/

Irvine, A., Drew, P., & Sainsbury, R. (2013). Am I not answering your questions properly?: Clarification, adequacy and responsiveness in semi-structured telephone and face-to-face interviews. *Qualitative Research, 13*, 87–106. doi:10.1177/1468794112439086

Islam, M., Low, K., & Rahman, M. (2012). Towards understanding knowledge transfer: In search of a theoretical construct. *Global Education Journal, 2012*, 142–159. Retrieved from http://www.franklinpublishing.net/globaleducation.html

Jackson, A. Y., & Mazzei, L. A. (2011). *Thinking with theory in qualitative research: Viewing data across multiple perspectives*. New York, NY: Routledge.

Jacob, S. A., & Furgerson, S. P. (2012). Writing interview protocols and conducting interviews: Tips for students new to the field of qualitative research. *The*

Qualitative Report, *17*(42), 1–10. Retrieved from http://nsuworks.nova.edu/cgi/viewcontent.cgi?article=1718&context=tqr

Jacobs, J. A., & Gerson, K. (1998). Who are the overworked Americans?. *Review of Social Economy*, *56*, 442–459. Retrieved from http://www.tandfonline.com.ezp.waldenulibrary.org/loi/rrse20

Jasti, N. V. K., & Kodali, R. (2014). Validity and reliability of lean product development frameworks in Indian manufacturing industry. *Measuring Business Excellence, 18,* 27–53. doi:10.1108/MBE-12-2013-0062

Joe, C., Yoong, P., & Patel, K. (2013). Knowledge loss when older experts leave knowledge-intensive organisations. *Journal of Knowledge Management*, *17*, 913–927. doi:10.1108/JKM-04-2013-0137

Judd, C. M., McClelland, G. H., & Ryan, C. S. (2011). *Data analysis: A model comparison approach*. New York, NY: Routledge.

Kanfer, R., Beier, M. E., & Ackerman, P. L. (2013). Goals and motivation related to work in later adulthood: An organizing framework. *European Journal of Work and Organizational Psychology, 22,* 253–264. doi:10.1080/1359432X.2012.734298

Kark, R., Waismel-Manor, R., & Shamir, B. (2012). Does valuing androgyny and femininity lead to a female advantage? The relationship between gender-role, transformational leadership and identification. *The Leadership Quarterly*, *23*, 620–640. doi:10.1016/j.leaqua.2011.12.012

Keil, M., Lee, H. K., & Deng, T. (2013). Understanding the most critical skills for managing IT projects: A Delphi study of IT project managers. *Information & Management, 50,* 398–414. doi:10.1016/j.im.2013.05.005

Kerr, G., & Armstrong-Stassen, M. (2011). The bridge to retirement: Older workers' engagement in post-career entrepreneurship and wage-and-salary employment. *Journal of Entrepreneurship, 20*, 55–76. doi:10.1177/097135571002000103

Kim, S., & McLean, G. N. (2012). Global talent management necessity, challenges, and the roles of HRD. *Advances in Developing Human Resources, 14,* 566–585. doi:10.1177/1523422312455610

King, D. B., O'Rourke, N., & DeLongis, A. (2014). Social media recruitment and online data collection: A beginner's guide and best practices for accessing low-prevalence and hard-to-reach populations. *Canadian Psychology/Psychologie canadienne, 55*(4), 240–249. doi:10.1037/a0038087

Kiyonaga, N. B. (2004). Today is the tomorrow you worried about yesterday: Meeting the challenges of a changing workforce. *Public Personnel Management*, *33,* 357–361. Retrieved from http://www.sagepub.com.ezp.waldenulibrary.org/journals/Journal202216

Klein, M. F. & Salk, R. J. (2013). Presidential succession planning: A qualitative study in private higher education. *Journal of Leadership & Organizational Studies, 20,* 335–345. doi:10.1177/1548051813483836

Krefting, L. (1991). Rigor in qualitative research: The assessment of trustworthiness. *American Journal of Occupational Therapy, 45*, 214–222. Retrieved from http://ajot.aota.org/

Krishnaveni, R. R., & Sujatha, R. R. (2012). Communities of practice: An influencing factor for effective knowledge transfer in organizations. *IUP Journal of Knowledge Management, 10*, 26–40. Retrieved from http://www.iupindia.in/

Kriyantono, R. (2012). Measuring a company reputation in a crisis situation: An ethnography approach on the situational crisis communication theory. *International Journal of Business and Social Science, 3*, 214–223. Retrieved from http://www.ijbssnet.com/

Kuyken, K. (2012). Knowledge communities: Towards a re-thinking of intergenerational knowledge transfer. *VINE, 12*, 365–381. doi:10.1108/03055721211267495

Lacey, M. Y., & Groves, K. (2014). Talent management collides with corporate social responsibility: Creation of inadvertent hypocrisy. *Journal of Management Development, 33*, 399–409. doi:10.1108/JMD-06-2012-0073

Laddha, A., Singh, R., Gabbad, H., & Gidwani, G. D. (2012). Employee retention: An art to reduce turnover. *International Journal of Management Research and Reviews, 2*, 453–458. Retrieved from http://ijmrr.com/

Laird, M. D., Harvey, P., & Lancaster, J. (2015). Accountability, entitlement, tenure, and satisfaction in Generation Y. *Journal of Managerial Psychology, 30*, 87–100. doi:10.1108/JMP-08-2014-0227

Laufer, A. (2012). *Mastering the leadership role in project management: Practices that deliver remarkable results*. Upper Saddle River, NJ: FT Press.

Lawler, E.E. (2011, September). It's individuals not generations that matter. Retrieved from http://ceo.usc.edu/pdf/B11-17.pdf

LeaMond, N. A. (2014, February 10). More Boomers Are Becoming Their Own Bosses [Web log post]. Retrieved from http://blog.aarp.org/2014/02/10/more-boomers-are-becoming-their-own-bosses/

Leavitt, R. M. (2014). *Generational differences in work motivation of healthcare workers* (Doctoral dissertation, University of Nebraska-Lincoln). Retrieved from http://digitalcommons.unl.edu/aglecdiss

Leonard, D., & Swap, W. (2004). Deep smarts. *Harvard Business Review, 30*, 157–169. Retrieved from https://scholar.google.com/

Lotter, C., Yow, J. A., & Peters, T. T. (2014). Building a community of practice around inquiry instruction through a professional development program. *International Journal of Science and Mathematics Education, 12*, 1–23. doi:10.1007/s10763-012-9391-7

Lub, X., Bijvank, M. N., Bal, P. M., Blomme, R., & Schalk, R. (2012). Different or alike?: Exploring the psychological contract and commitment of different generations of hospitality workers. *International Journal of Contemporary Hospitality Management*, *24*, 553–573. doi:10.1108/09596111211226824

Lucas, S. (2014). Beyond the existence proof: Ontological conditions, epistemological implications, and in-depth interview research. *Quality & Quantity*, *48*(1), 387–

408. doi:10.1007/s11135-012-9775-3

Luntz, F. I. (2011). *Win: The key principles to take your business from ordinary to extraordinary.* New York, NY: Hyperion.

Lyons, S., & Kuron, L. (2013). Generational differences in the workplace: A review of the evidence and directions for future research. *Journal of Organizational Behavior, 35,* S139–-S157. doi:10.1002/job.1913

MacGregor, N., & Madsen, T. L. (2013). Recovery following disruption to an ecosystem: The effects of the internet bust on community evolution. *Journal of Leadership & Organizational Studies, 20,* 465–478. doi:10.1177/1548051812471721

Madison, R. L., & Bockanic, W. N. (2014). Retirement: Don't slow down, speed up!. *Strategic Finance, 96*(6), 56–59. Retrieved from http://www.imanet.org/

Majchrzak, A., Faraj, S., Kane, G. C., & Azad, B. (2013). The contradictory influence of social media affordances on online communal knowledge sharing. *Journal of Computer-Mediated Communication, 19*, 38–55. doi:10.1111/jcc4.12030

Marshall, B., Cardon, P., Poddar, A., & Fontenot, R. (2013). Does sample size matter in qualitative research?: A review of qualitative interviews in IS research. *Journal of Computer Information Systems, 54*, 11–22. Retrieved from http://www.tandfonline.com.ezp.waldenulibrary.org/loi/ucis20#.VgFtzEaFOnI

Martín-de-Castro, G., & Montoro-Sánchez, Á. (2013). Exploring knowledge creation and transfer in the firm: Context and leadership. *Universia Business Review,* (40), 126–137. Retrieved from http://ubr.universia.net/

Martínez, A. B, Galván, R. S., & Palacios, T. B. (2013). Study of factors influencing knowledge transfer in family firms. *Intangible Capital, 9*, 1216–1238. doi:10.3926/ic.405

Martins, E. C., & Martins, N. (2011). The role of organisational factors in combating tacit knowledge loss in organisations. *Southern African Business Review, 15*, 49–69 Retrieved from http://www.ajol.info/index.php/sabr/article/view/76392/66850

Martins, E. C., & Meyer, H. W. J. (2012). Organizational and behavioral factors that influence knowledge retention. *Journal of Knowledge Management, 16*, 77–96. doi:10.1108/13673271211198954

Massingham, P. (2014). An evaluation of knowledge management tools: Part 1 – Managing knowledge resources. *Journal of Knowledge Management, 18*, 1075–1100. doi:10.1108/JKM-11-2013-0449

Mauelshagen, C., Smith, M., Schiller, F., Denyer, D., Rocks, S., & Pollard, S. (2014). Effective risk governance for environmental policy making: A knowledge management perspective. *Environmental Science & Policy, 41*, 23–32. doi:10.1016/j.envsci.2014.04.014

Mayoh, J., & Onwuegbuzie, A. J. (2013). Toward a conceptualization of mixed methods phenomenological research. *Journal of Mixed Methods Research, 9*, 91–107. doi:10.1177/1558689813505358

McIver, D., Lengnick-Hall, C. A., Lengnick-Hall, M. L., & Ramachandran, I. (2013). Understanding work and knowledge management from a knowledge-in-practice perspective. *Academy of Management Review, 38*, 597–620. doi:10.5465/amr.2011.0266

McKinney, P. (2012). *Beyond the obvious: Killer questions that spark game-changing innovation*. New York, NY: Hyperion.

McLeer, C. (2013, April 5). What's your what's next [Video file]. Retrieved from http://states.aarp.org/whats-your-whats-next/

Mertens, D. M. (2014). Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods. Thousand Oaks, CA: Sage Publications.

Mikesell, L., Bromley, E., & Khodyakov, D. (2013). Ethical community-engaged research: A literature review. *American Journal of Public Health, 103*, e7–e14. doi:10.2105/AJPH.2012.301605

Mohr, N. M., Moreno-Walton, L., Mills, A. M., Brunett, P. H., & Promes, S. B. (2011). Generational influences in academic emergency medicine: Teaching and learning, mentoring, and technology (Part I). *Academic Emergency Medicine, 18*, 190–199. doi:10.1111/j.1553-2712.2010.00985.x

Mohsin, A., Lengler, J., & Kumar, B. (2013). Exploring the antecedents of intentions to leave the job: The case of luxury hotel staff. *International Journal of Hospitality Management, 35*, 48–58. doi:10.1016/j.ijhm.2013.05.002

Moriano, J. A., Molero, F., Topa, G., & Mangin, J. P. L. (2014). The influence of transformational leadership and organizational identification on intrapreneurship. *International Entrepreneurship and Management Journal, 10*, 103–119. doi:10.1007/s11365-011-0196-x

Moulesong, B. (2011, January 16). 'Bridge' jobs help older workers ease into retirement. The Times of Northwest Indiana News. Retrieved from http://www.nwitimes.com/business/jobs-and-employment/bridge-jobs-help-older-workers-ease-into-retirement/article

Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, CA: Sage.

Nakano, D., Muniz, J., & Batista, E. D. (2013). Engaging environments: Tacit knowledge sharing on the shop floor. *Journal of Knowledge Management, 17*, 290–306. doi:10.1108/13673271311315222

Nisen, P., & Rockhold, F. (2013). Access to patient-level data from GlaxoSmithKline clinical trials. *New England Journal of Medicine, 369*, 475–478. doi:10.1056/NEJMsr1302541

Nonaka, I. (1994). A dynamic theory of organizational knowledge creation. *Organization Science, 5*(1), 14–37. doi:10.1287/orsc.5.1.14

Nonaka, I., Umemoto, K., & Senoo, D. (1996). From information processing to knowledge creation: A paradigm shift in business management. *Technology in Society, 18*, 203–218. doi:10.1016/0160-791X(96)00001-2

Nonaka, I., & von Krogh, G. (2009). Tacit knowledge and knowledge conversion: Controversy and advancement in organizational knowledge creation theory. *Organization Science, 20*, 635–652. Retrieved from http://pubsonline.informs.org/journal/orsc

Novianto, O., & Puspasari, D. (2012). Knowledge management system implementation in a company with different generations: A case study. *Procedia - Social and Behavioral Sciences, 65*, 942–947. doi:10.1016/j.sbspro.2012.11.224

Office of Personnel Management (2013). Succession planning: What is succession planning and how does it impact my agency?. Retrieved from http://successthroughquality.com/uploads/3/2/1/5/3215678/opm_2013_08_14_succession_plan.pdf

Oladapo, V. (2014). The impact of talent management of retention. *Journal of Business Studies Quarterly, 5*(3), 19–36. Retrieved from http://jbsq.org/

Oliva, F. L. (2014). Knowledge management barriers, practices and maturity model. *Journal of Knowledge Management, 18*, 1053–1074. doi:10.1108/JKM-03-2014-0080

O'Reilly, M., & Parker, N. (2012). 'Unsatisfactory saturation': A critical exploration of the notion of saturated sample sizes in qualitative research. *Qualitative Research, 13*, 190–197. doi:10.1177/1468794112446106

Paarlberg, L. E., & Lavigna, B. (2010). Transformational leadership and public service motivation: Driving individual and organizational performance. *Public Administration Review, 70*, 710–718. doi:10.1111/j.1540-6210.2010.02199.x

Panahi, S., Watson, J., & Partridge, H. (2013). Towards tacit knowledge sharing over social web tools. *Journal of Knowledge Management, 17*, 379–397. doi:10.1108/JKM-11-2012-0364

Peet, M. (2012). Leadership transitions, tacit knowledge sharing and organizational generativity. *Journal of Knowledge Management, 16,* 45–60. doi:10.1108/13673271211198936

Pengcharoen, C., & Shultz, K. S. (2010). The influences on bridge employment decisions. *International Journal of Manpower, 31*, 322–336. doi:10.1108/01437721011050602

Pennell, K. (2010). The role of flexible job descriptions in succession management. *Library Management, 31*, 279–290. doi:10.1108/01435121011046344

Perrigot, R., Hussain, D., & Windsperger, J. (2015). An investigation into independent small business owners' perception of franchisee relationships. *International Journal of Retail & Distribution Management, 43,* 693–711. doi:10.1108/IJRDM-01-2014-0010

Pforr , K., Blohm, M., Blom, A. G., Erdel, B., Felderer, B., Fräßdorf, M.,…Rammstedt, B. (2015). Are incentive effects on response rates and nonresponse bias in large-scale, face-to-face surveys generalizable to Germany? Evidence from ten experiments. *Public Opinion Quarterly,* 1–29. doi:10.1093/poq/nfv014

Pierson, M. E. (2013). Characteristics of a knowledge harvesting and management system. *TechTrends, 57*, 26–32. Retrieved from http://www.springer.com.ezp.waldenulibrary.org/education+%26+language/learning+%26+instruction/journal/11528

Pilerot, O., & Limberg, L. (2011). Information sharing as a means to reach collective understanding: A study of design scholars' information practices. *Journal of Documentation*, *67*, 312–333. doi:10.1108/00220411111109494

Prettner, K. (2013). Population aging and endogenous economic growth. *Journal of Population Economics*, *26*, 811–834. doi:10.1007/s00148-012-0441-9

Pruchno, R. (2012). Not your mother's old age: Baby boomers at age 65. *The Gerontologist*, *52*, 149–152. doi:10.1093/geront/gns038

Rabionet, S. E. (2011). How I learned to design and conduct semi-structured interviews: An ongoing and continuous journey. *The Qualitative Report*, *16*, 563–566. Retrieved from http://www.nova.edu/ssss/QR/index.html

Regmi, K., Naidoo, J., & Pilkington, P. (2010). Understanding the processes of translation and transliteration in qualitative research. *International Journal of Qualitative Methods*, *9*(1), 16–26. Retrieved from http://ejournals.library.ualberta.ca/index.php/IJQM/article/viewArticle/6829

Ritchie, J., Lewis, J., Nicholls, C. M., & Ormston, R. (Eds.). (2013). *Qualitative research practice: A guide for social science students and researchers*. Thousand Oaks, CA: Sage Publications.

Richter, A., Stocker, A., Müller, S., & Avram, G. (2013). Knowledge management goals revisited. *VINE*, *43*, 132–148. doi:10.1108/03055721311329927

Rivas, C. (2012). *Coding and analysing qualitative data*. In C. Seale (Ed.), *Researching society and culture* (3rd ed.; pp. 366–392). Thousand Oaks, CA: Sage Publications.

Robinson, O. C. (2014). Sampling in interview-based qualitative research: A theoretical and practical guide. *Qualitative Research in Psychology, 11*(1), 25–41. doi:10.1080/14780887.2013.801543

Rodrigues, A. F. C., & Veloso, A. L. D. O. M. (2013). Organizational trust, risk and creativity. *Revista Brasileira de Gestão de Negócios*, *15*(49), 545–561. doi:10.7819/rbgn.v15i49.1334

Ropes, D. (2013). Intergenerational learning in organizations. *European Journal of Training and Development*, *37*, 713–727. doi:10.1108/EJTD-11-2012-0081

Ross, K. K. (2013). Purposeful mentoring in academic libraries. *Journal of Library Administration*, *53*, 412–428. doi:10.1080/01930826.2013.882195

Rubin, H. J., & Rubin, I. S. (2011). *Qualitative interviewing: The art of hearing data*. Thousand Oaks, CA: Sage Publications, Inc.

Ryan, G., & Power, B. (2012). Small business transfer decisions: What really matters? *Irish Journal of Management*, *31*(2), 99–125. Retrieved from http://www.iamireland.com/Irishjournalofmanagement.htm

Sanaei, M., Javernick-Will, A. N., & Chinowsky, P. (2013). The influence of generation on knowledge sharing connections and methods in construction and engineering organizations headquartered in the US. *Construction Management & Economics, 31*, 991–1004. doi:10.1080/01446193.2013.835490

Schlosser, F., Zinni, D., & Armstrong-Stassen, M. (2012). Intention to unretire: HR and the boomerang effect. *Career Development International, 17*, 149–167. doi:10.1108/13620431211225331

Schoch, T. (2012). Turning the ship around with a four-generation crew. *Information Management, 46*(4), 25–29. Retrieved from http://content.arma.org/IMM/online/InformationManagement.aspx

Seidman, I. (2013). *Interviewing as qualitative research: A guide for researchers in education and the social sciences* (4th ed.). New York, NY: Teachers College Press.

Shosha, G. A. (2012). Employment of Colaizzi's strategy in descriptive phenomenology: A reflection of a researcher. *European Scientific Journal, 8*(27), 31–43. Retrieved from http://eujournal.org/

Shragay, D., & Tziner, A. (2011). The generational effect on the relationship between job involvement, work satisfaction, and organizational citizenship behavior. *Revista de Psicología del Trabajo y de las Organizaciones, 27*(2), 143–157. Retrieved from http://www.redalyc.org/revista.oa?id=2313

Singer, E., & Ye, C. (2013). The use and effects of incentives in surveys. *The Annals of the American Academy of Political and Social Science*, *645*, 112–141. doi:10.1177/0002716212458082

Singh, K. D. (2015). Creating your own qualitative research approach: Selecting, integrating and operationalizing philosophy, methodology and methods. *Vision: The Journal of Business Perspective*, *19*(2), 132–146. doi:10.1177/0972262915575657

Singh, P., Gupta, S., & Sahu, K. (2014). An overview of talent management: Driver for organizational success. *Asian Journal of Management, 5*, 240–245. Retrieved from http://www.anvpublication.org/journals.php?j=AJM

Sinha, C., & Sinha, R. (2012). Factors affecting employee retention: A comparative analysis of two organizations from heavy engineering industry. *European Journal of Business and Management, 4*(3), 145–162. Retrieved from http://iiste.org/Journals/index

Slater, S. F., Olson, E. M., & Sørensen, H. E. (2012). Creating and exploiting market knowledge assets. *Journal of Business Strategy, 33*, 18–27 doi:10.1108/02756661211242672

Sobel, K., & Drewry, J. (2015). Succession planning for library instruction. *Public Services Quarterly, 11*(2), 95–113. doi:10.1080/15228959.2015.1016198

Sotiriadou, P., Brouwers, J., & Le, T. A. (2014). Choosing a qualitative data analysis tool: A comparison of NVivo and Leximancer. *Annals of Leisure Research, 17*, 218–234. doi:10.1080/11745398.2014.902292

Sowell, T. (1980). *Knowledge and decisions*. New York, NY: Basic Books, Inc.

Stake, R. E. (2010). Qualitative research: Studying how things work. New York, NY: Guilford Press.

Stevens, R. H. (2010). Managing human capital: How to use knowledge management to transfer knowledge in today's multi-generational workforce. *International Business Research, 3*, 77–83. Retrieved from http://www.ccsenet.org/ibr

Stewart, J. (2006). Transformational leadership: An evolving concept examined through the works of Burns, Bass, Avolio, and Leithwood. *Canadian Journal of Educational Administration and Policy, 54*, 1–29. Retrieved from http://www.umanitoba.ca/publications/cjeap/

Sukamolson, S. (2012). Fundamentals of quantitative research (Lecture, Chulalongkorn University). Retrieved from http://isites.harvard.edu/fs/docs/icb.topic1463827.files/2007_Sukamolson_Fundamentals%20of%20Quantitative%20Research.pdf

Suresh, A. (2013). Knowledge management adoption, practice and innovation in the Indian organizational set up: An empirical study. *Journal of Information Technology & Economic Development, 4*(2), 31–42. Retrieved from http://gsmi-usa.com/

Swart, J., Kinnie, N., Rossenberg, Y., & Yalabik, Z. Y. (2014). Why should I share my knowledge? A multiple foci of commitment perspective. *Human Resource Management Journal, 24*(3), 269–289. doi:10.1111/1748-8583.12037

Tang, T. L., Cunningham, P. H., Frauman, E., Ivy, M. I., & Perry, T. L. (2012). Attitudes and occupational commitment among public personnel: Differences between Baby Boomers and Gen-Xers. *Public Personnel Management, 41*, 327–360. Retrieved from http://www.sagepub.com.ezp.waldenulibrary.org/journalsIndex.nav#P

Taylor, G. (2013). Implementing and maintaining a knowledge sharing culture via knowledge management teams: A shared leadership approach. *Journal of*

Organizational Culture, Communication and Conflict, *17*(1), 69–91. Retrieved from http://www.alliedacademies.org/public/journals/JournalDetails.aspx?jid=11

Teece, D. J. (2013). *Nonaka's contribution to the understanding of knowledge creation, codification and capture*. In von Krogh, G., Takeuchi, H., Kase, K., & González, C. (Eds.), *Towards organizational knowledge: The pioneering work of Ikujiro Nonaka* (pp. 17–23). UK: Palgrave Macmillan.

Thomas, S. (2015). *Exploring strategies for retaining information technology professionals: A case study* (Doctoral dissertation). Achieved from ProQuest Dissertations and Theses database. (UMI No. 3681815)

Titzer, J. L., & Shirey, M. R. (2013). Nurse manager succession planning: A concept analysis. *Nursing Forum*, *48*, 155–164. doi:10.1111/nuf.12024

Topa, G., Alcover, C., Moriano, J. A., & Depolo, M. (2014). Bridge employment quality and its impact on retirement adjustment: A structural equation model with SHARE panel data. *Economic and Industrial Democracy, 35*, 225–244. doi:10.1177/0143831X12475242

Tracy, S. J. (2010). Qualitative quality: Eight "big-tent" criteria for excellent qualitative research. *Qualitative Inquiry, 16*, 837–851. doi:10.1177/1077800410383121

Tuohy, D., Cooney, A., Dowling, M., Murphy, K., & Sixsmith, J. (2013). An overview of interpretive phenomenology as a research methodology. *Nurse Researcher*, *20*(6), 17–20. Retrieved from http://rcnpublishing.com/journal/nr

U.S. Department of Labor. (2012 February 21). *Labor force projections to 2020: a more slowly growing workforce.* By Mitra Toosi. Available at: http://www.bls.gov/opub/mlr/2012/01/art3full.pdf

U.S. Department of Labor. (2013, December). *Labor force projections to 2022: The labor force participation rate continues to fall*. Retrieved from http://www.bls.gov/opub/mlr/2013/article/labor-force-projections-to-2022-the-labor-force-participation-rate-continues-to-fall.htm

U.S. Department of Labor. (2014, September). Employee tenure in 2014. Retrieved from http://www.bls.gov/news.release/tenure.nr0.htm

U.S. Small Business Administration. (2012). SBA, AARP team up to connect older Americans with resources to start, grow businesses. Retrieved from https://www.sba.gov/content/sba-aarp-team-connect-older-americans-resources-start-grow-businesses

Vaiman, V., Scullion, H., & Collings, D. (2012). Talent management decision making. *Management Decision, 50*, 925–941. doi:10.1108/00251741211227663

Vaismoradi, M., Turunen, H., & Bondas, T. (2013). Content analysis and thematic analysis: Implications for conducting a qualitative descriptive study. *Nursing & Health Sciences, 15*, 398–405 8p. doi:10.1111/nhs.12048

Varma, R., & Kapur, D. (2013). Comparative analysis of brain drain, brain circulation and brain retain: A case study of Indian institutes of technology. *Journal of Comparative Policy Analysis, 15*, 315–330. doi:10.1080/13876988.2013.810376

Vásquez-Bravo, D. M., Sánchez-Segura, M. I., Medina-Domínguez, F., & Amescua, A. (2014). Knowledge management acquisition improvement by using software engineering elicitation techniques. *Computers in Human Behavior, 30,* 721–730. doi:10.1016/j.chb.2013.09.003

von Krogh, G., Nonaka, I., & Aben, M. (2001). Making the most of your company's knowledge: A strategic framework. *Long Range Planning, 34*, 421–439. doi:10.1016/S0024-6301(01)00059-0

Von Krogh, G., Nonaka, I., & Rechsteiner, L. (2012). Leadership in organizational knowledge creation: A review and framework. *Journal of Management Studies, 49*, 240–277. doi:10.1111/j.1467-6486.2010.00978.x

Wadeson, D., & Ciccotosto, S. (2013). Succession planning in small accounting practices in Regional Far North Queensland. *Australian Accounting Review, 23,* 177-188. doi:10.1111/j.1835-2561.2012.00189.x

Wagner, D., Vollmar, G., & Wagner, H. T. (2014). The impact of information technology on knowledge creation: An affordance approach to social media. *Journal of Enterprise Information Management, 27,* 31–44. Retrieved from http://www.emeraldinsight.com.ezp.waldenulibrary.org/loi/jeim

Walker, L. J., & Forbes, M. C. (2014). Human capital and the succession conversation. *Journal of Financial Planning, 27*, 14–17. Retrieved from http://www.journalfp.net/

Wang, S., & Noe, R. A. (2010). Knowledge sharing: A review and directions for future research. *Human Resource Management Review, 20*, 115–131. doi:10.1016/j.hrmr.2009.10.001

Wiesman, J., & Baker, E. L. (2013). Succession planning and management in public health practice. *Journal of Public Health Management and Practice,* 19, 100–101. doi:10.1097/PHH.0b013e318272bb09

Woods, R., Artist, S., & O'Connor, G. (2016, January). Learning in Australian local government: A roadmap for improving education & training. *Commonwealth Journal of Local Governance, 18*, 108–126. doi:10.5130/cjlg.v0i18.4845

Wright, B. E., Moynihan, D. P., & Pandey, S. K. (2012). Pulling the levers: Transformational leadership, public service motivation, and mission valence. *Public Administration Review, 72*, 206–215. doi:10.1111/j.1540-6210.2011.02496.x

Xu, M. A., & Storr, G. B. (2012). Learning the concept of researcher as instrument in qualitative research. *The Qualitative Report*, *17*(21), 1–18. Retrieved from http://www.nova.edu/ssss/QR/index.html

Yi, X., Ribbens, B., Fu, L., & Cheng, W. (2015). Variation in career and workplace attitudes by generation, gender, and culture differences in career perceptions in the United States and China. *Employee Relations, 37*, 66–82. doi:10.1108/ER-01-2014-0005

Yilmaz, K. (2013). Comparison of Quantitative and Qualitative Research Traditions: epistemological, theoretical, and methodological differences. *European Journal of Education, 48*(2), 311–325. doi:10.1111/ejed.12014

Yin, R. K. (2009). *Case study research: Design and methods* (4th ed.). Thousand Oaks, CA: Sage.

Yin, R. (2011). *Applications of case study research* (3rd ed.). Thousand Oaks, CA: Sage.

Yin, R. (2014). *Case study research: Design and methods* (5th ed.). Thousand Oaks, CA: Sage.

Yin, R. K. (2013). Validity and generalization in future case study evaluations. *Evaluation, 19*, 321–332. doi:10.1177/1356389013497081

Yin, R. K. (2015). *Qualitative research from start to finish* (2nd ed.). Thousand Oaks, CA: Sage.

Zachariadis, M., Scott, S, & Barrett, M. (2013). Methodological implications of critical realism for mixed-methods research. *MIS Quarterly, 37*(3), 855–879. Retrieved from http://www.misq.org/index.html

Appendix A: Informed Consent Form

You are invited to take part in a research study intended to explore knowledge management strategies for small businesses. You were invited for the study because you are (a) serving as an employee for more than 10 consecutive years for a small consulting business within the Washington, DC metropolitan area, and (b) have prior experience developing knowledge retention strategies from retiring employees. This form is part of a process called *informed consent* to allow you to understand this study before deciding whether to take part. If you do not meet these criteria, please state so now to end this interview process, and decline further consideration to participate in this study.

This study is being conducted by a researcher named Anethra A. Facione, who is a doctoral student at Walden University. This researcher serves as an Analyst for the Federal Government, which is a separate role as a student for this study.

Background information:
The purpose of this study is to explore strategies small consulting business leaders may implement in an effort to promote knowledge management by retaining the tacit and explicit knowledge of retiring employees. By exploring knowledge management strategies, small consulting businesses may alleviate the potential loss of tacit and explicit knowledge and promote social interaction among generations for economic stability.

Procedures:
If you agree to be in this study, you will be asked to:
- Read and sign this informed consent form;
- Participate in a semistructured, audiotaped 30-60 minute interview;
- Respond to 8 open-ended questions;
- Perform an interviewee notation review (for accuracy); and
- Permit publication of the interview session (excluding personal information)

Here are some sample questions:
- What methods do you use to capture and retain the tacit and explicit knowledge within your organization?
- How does your business currently plan for retaining tacit and explicit knowledge?

Voluntary nature of the study:
This study is voluntary. Everyone will respect your decision as to whether or not you choose to participate in this study. No one will treat you differently if you decide not to participate in this study. Should you decide to join the study at this time, you are permitted to change your mind later. Note that if you are not comfortable in participating in this study, you may stop for no disclosed reason at any time.

Risks and benefits of being in the study:

The time commitment related to this study is that you will be required to complete the 30 to 60 minute interview during or after normal work hours. You will be given a copy of the results of this study for your personal information. There are no known risks related to this study. The primary benefit of your participation within this research study is for potential contribution to the strategies small business leaders may implement to develop knowledge share and transfer to retain tacit and explicit knowledge from retiring employees.

Compensation:
There will be no fee compensation paid by the interviewer/researcher or Government to the interviewee for participating in this study.

Confidentiality:
Some individuals in the company may know that you participated in the study; however, any information that you provide (i.e. responses to interview questions) will be kept confidential. The interviewer/researcher will not use your personal information for any purposes outside of this research study. Additionally, the interviewer/researcher will not include your name or anything else that could identify you in the study's report(s). The information received during the interview will be stored electronically and on a password protected Universal Serial Bus (i.e., flash drive), and all hard copy documents related to this study will be kept in a locked storage cabinet, of which only the interview/researcher has access. All collected data will be kept for a maximum period of five years, thereafter, destroyed.

Contacts and Questions:
You may contact the researcher, Anethra A. Facione, at Anethra.Facione@WaldenU.edu. You may also contact the researcher's faculty mentor and doctoral study chair, Dr. Frederick Nwosu, at Frederick.Nwosu@WaldenU.edu. If you want to talk privately about your rights as a participant, you can call Dr. Leilani Endicott. She is the Walden University representative who can discuss this with you. Her phone number is 612-312-1210. Walden University's approval number for this study is **03-28-16-0348832** and it expires on **March 27, 2017**.

Statement of consent:
I have read the above information, and I feel that I understand the study well enough to make a decision about my involvement. By signing this consent form, I agree to participant in a semistructured interview process for this study based on the terms described above. Upon acceptance of this participation and completion of this interview process, I will receive a copy of the notation and signed consent form for my records.

Printed Name of Participant	______________________________
Date of Consent	______________________________
Participant's Written Signature	______________________________
Researcher's Written Signature	______________________________

Appendix B: Interview Questions

Researcher Interview questions

1. What type of basic knowledge is most critical to the daily functions in your organization?

2. How does your business currently plan for retaining tacit and explicit knowledge of retiring employees?

3. What methods do you use to influence and stimulate tacit and explicit knowledge share among the Baby Boomer employees within your organization?

4. What strategies are most effective in retaining tacit knowledge, such as knowledge-sharing activities and mentoring environments among the Baby Boomer employees?

5. How effective are the strategies you have used to ensure your organization retains tacit and explicit knowledge of your retiring Baby Boomer employees?

6. What leadership characteristics are necessary to ensure the retention of knowledge from retiring Baby Boomer employees?

7. What are the characteristics of Baby Boomer employees you believe would cultivate knowledge share and transfer to occur?

8. Is there any additional knowledge retention-related information not previously addressed that you would like to express or share?

Interview Conclusion

At this time, I have no further questions. Thank you, Participant X, for your time and interest in this research interview. I hope to make a significant contribution in the way small consultant businesses focus on retaining tacit and explicit knowledge within their companies in an effort to promote eminent support services to government agencies. Your input will assist in exploring opportunities to encourage tacit and explicit knowledge retention, and further validate the importance of my study. We are now concluding this interview today, Month XX, 2016, at approximately XX:XX A/PM Eastern Time.

Appendix C: Interview Protocol

Interview Protocol Outline

Company: ____

Interviewee's Name: ____

Interviewee's Title: ____

Interviewer: ____

Interview Sections:

_____ A: Introductory
_____ B: Consent (Appendix A)
_____ C: Interview Questions (Appendix B)
_____ D: Closing

Other Topics Discussed: ______________________________________
____
____
____

Interview Comments or Leads:
____

Interview Protocol Introductory

Greetings, you are a selected participant to speak with me today based on participants' criteria for obtaining information and experience from as a small business leader that were instrumental in developing or have developed strategies for retaining retiring knowledge. The focus of my research is to obtain information on current strategies you have in place to capture and retain the explicit and tacit knowledge of your Baby Boomer employees that are soon retiring. Additionally, the intent of this study is gain a deeper understanding of knowledge share and transfer techniques in order to provide small consulting businesses with potential strategies to consider for explicit and tacit knowledge retention. My study does not aim to evaluate your current procedures, but rather learn more on how your strategies may positively influence the knowledge retention within other small consulting businesses.

To ensure accuracy of your statements and better facilitate my field notes taken, I request permission to audio record our conversations today. Should you agree, please state your name for the record, and your consent to voice record this interview. For your privacy and protection, please note that I am the sole researcher for this study, and I will be responsible for safeguarding your information at all times prior to, during, and after our interview session. No later than five years of study completion, I shall destroy all documents, information, and recordings furnished or offered by you.

Your participation is voluntary and should not be longer than 60 minutes. At any time you wish to no longer participate in this interview, feel free to state so and I will immediately end this session and retract your information in its entirety. Lastly, there are no gift incentives or known risks for participating in this interview.

Interview Protocol Closing

Thank you for participating in this interview session. All information obtained is confidential between you and me for which no harm or risk is present. You can expect to hear from me again to obtain clarity, accuracy, and/or confirmation of the notation information. Upon receipt of your clear account and affirmation of the interpretation of the notation, I will then move forth with completing my study.