

THE PROCESS OF POWER/KNOWLEDGE INTEGRATION IN THE PERIOD OF KNOWLEDGE EXPLORATION: A CASE STUDY ON COLLECTIVE CHOREOGRAPHY

Lijuan Yu
Ao Chen

Panyapiwat Institute of Management, Nonthaburi, Thailand

Taking knowledge sharing between authoritative teachers and group dancers in a group dance rehearsal as the research object, here we are analyzing relevant literature and using the methods of interview and observation to collect relevant data. Then, we have been using the method of qualitative research to code the collected data and build the theoretical model of power / knowledge integration process in the knowledge exploration period for a group dance rehearsal. The constructed model further enriches the existing theoretical research area. This study may also help predict the problems that will occur in the process of knowledge integration, that is, the potential influencing factors. Thus, the participants of the process in question could adjust themselves through a better grasp of the dynamic process of knowledge integration. Better preparation and participation in cooperation inside the performance team can make team planning and team organization much more sufficient.

Keywords: knowledge sharing; knowledge integration; rehearsal process; team cooperation; team performance; team planning

Introduction

The core of knowledge management is to understand the knowledge-sharing problems of knowledge workers. At present, research on knowledge sharing mainly focuses on the



Lijuan Yu

PhD Student, Chinese Graduate School,
Panyapiwat Institute of Management, Nonthaburi, Thailand.
Research Interests: knowledge management; organizational learning.

E-mail: 743672850@qq.com



Ao Chen

Chinese Graduate School, Panyapiwat Institute of Management, Nonthaburi, Thailand
Research Interests: knowledge management; organizational learning.

E-mail: freedom_cha@msn.com

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sharing relationship and also on the influence between knowledge sender and receiver. Knowledge power has a huge impact in the process of knowledge sharing, but it is often ignored by the existing theories.

According to the resource-based view on the power of knowledge, this power is a kind of material that can be owned, can be used, others can take it to manage and control other people as well as affect the behavior of the others. This view emphasizes the legitimacy of this power. Its legitimacy is that once owned and used, it has a certain legitimacy for the managed, which is formed at one time. Foucault's view on it argues that such a power is not material but is rather a process of influence.

This power is in the process of continuous influence, constantly cycling and re-establishing itself. Also, Foucault thought that its legitimacy is not formed at once, but is rather constantly updated.

The speed of knowledge creation in the information age is accelerating, and knowledge integration research has gradually become a research hotspot. Against the social background of the current information globalization, the era of knowledge economy and the Internet information prosperity, innovative development of all the aspects of the society is strongly dependent on technology, resources, capital, quantity and scale of knowledge innovation productivity, which is an important strategic demand in all the industries.

The innovation of art has naturally become an irreplaceable aspect of the future of this market. These innovations are both the process and the result of the effective accumulation and application of knowledge. In these effective knowledge accumulation and application processes, there must be the interaction relationship between individual knowledge and a group in the process of knowledge sharing and knowledge integration.

This interaction process is a coordinated cooperation process between the knowledge sender and the knowledge receiver, where knowledge collides. This process is complex and important, and it is the key factor and the key prerequisite for completing knowledge accumulation and application.

Group dance performance is a special form of innovation within artistic knowledge innovation. Each performer in a team is an independent knowledge owner. Under the requirements of dance dramas, they coordinate and cooperate with the knowledge of other individual members. They are competing for the second creation of a discourse power. How they will integrate and compromise with each other ultimately achieving an effective coordination model will become the key factor affecting the presentation of their dance works.

As this is an emerging research direction, the current academic circles have only made some discussions on the knowledge integration within enterprises and organizations at the theoretical level, and there are still many research problems and research areas to be investigated.

Based on the existing knowledge sharing theories, Foucault's power/knowledge theory and the knowledge integration theory, this study takes the process of knowledge integration between sender and receiver in a group dance rehearsal as an example to explore the process of knowledge / power integration in the knowledge exploration period (a group dance rehearsal) and construct the theoretical framework of power / knowledge integration between sender and receiver, thus discussing both theoretical and practical significance of this framework.

Literature review

The concept of knowledge

Knowledge is an important abstract concept in the field of philosophical epistemology. Since the times of Ancient Greece, this concept has been defined from a wide range of cognitive and multiple perspectives in the field of epistemology. While knowledge has been developing till today, scholars now have a variety of perspectives for knowledge cognition: (1) Knowledge is a kind of an ideological point of view that can meet the needs of organizational practice; (2) Knowledge is an object that can be stored and controlled (Hendriks, 1999; Pan & Scarbrouch, 1999; Walsham, 2001), (3) Knowledge is a process of cognition and action, mainly applied through professional skills, (4) Knowledge is a condition for organizing storage to retrieve information later on; (5) Knowledge is a potential ability to influence the future (Wang & Haggerty, 2009). According to Wu & Lin (2013), knowledge is not only the ability of action but also the ability of application, which can be obtained through learning and experience.

Knowledge is the existence of a dynamic generation ability that can be stored and retrieved through cognition, discovery and learning processes. The possession of knowledge and the function of constructing discourse make knowledge a tool of restriction and control but also a tool of liberation. On the one hand, knowledge as an ideal social and organizational conceptual construction makes it also a power of management (Yalabik et al., 2017; Yang, 2007). At the same time, knowledge gives knowledge owners some autonomy (Yanow, 2004). Letting knowledge power not just control is a discourse power, formed by knowledge that must be known before control and management. Knowledge is the means to form power and control. Discourse power is the expression of knowledge and power. Thus, knowledge and power are inseparable (Yanow, 2004).

Knowledge-sharing

Knowledge-sharing refers to the process of knowledge diffusion across time and space from knowledge owners to knowledge recipients. Here, knowledge refers to the information, data, images, values, standards and other symbolic products of a society organized by people's thinking. Sharing knowledge includes not only explicit knowledge that can be encoded, but also tacit knowledge that is inseparable from personal experience and background. Explicit knowledge is a systematic and structured knowledge. It is easy to communicate through the program of data or coding, and it can be easily and formally transmitted through a single individual. Tacit knowledge is not easy and convenient to communicate and disseminate, as it includes intangible factors such as personal information, experience and values.

Yeo & Marquardt (2015) defined knowledge-sharing as providing and acquiring knowledge so that it can be then transferred in different directions. Yildiz & Fey (2011) believed that there are two forms of knowledge-sharing — either involuntary, or voluntary. Involuntary knowledge-sharing is knowledge-sharing after receiving requests to send and receive knowledge, while voluntary knowledge-sharing refers to knowledge-sharing without receiving any temptation in advance. Now, people usually define knowledge-sharing as the voluntary transfer of knowledge to others by the people with knowledge in the team. Yli-Renko et al. (2001) pointed out that knowledge-sharing in the management process is the exchange of ideas, views and ideas among organizational members so as to achieve the role

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of analyzing the internal and external environment and selecting the right strategies. At the same time, it is the cooperative behavior between different organizational units and individuals, and the need to reposition and adjust strategies when changes occur.

It can be seen from the existing research that in most cases, scholars regard knowledge sharing as a personal behavior. Yang (2007) conducted a survey in the economically developed Pearl River Delta region and found that the impact of trust on employees' innovation behavior must be mediated by knowledge-sharing. Pan & Scarbrough (1999), investigating high-tech enterprises, services, communications and other industries, have found that knowledge-sharing behavior has a very significant positive impact on employees' innovative behavior, have found through empirical research that knowledge-sharing has a significant positive impact on employees' innovation behavior.

Knowledge-sharing is mainly a collection of willingness and behavior at the individual level. From the perspective of willingness, knowledge-sharing is mainly affected by the internal characteristics of an individual. At the behavioral level, knowledge-sharing is beneficial to the expansion of the total amount of knowledge within a team or an organization.

Knowledge Integration Theory

Knowledge integration is using scientific methods to integrate and reconstruct knowledge from different sources, different levels, different structures and different contents, so that a single knowledge, scattered knowledge, old and new knowledge, explicit knowledge and tacit knowledge can be integrated to form a new knowledge system.

At the same time, the connotation of knowledge integration includes the following aspects: (1) knowledge integration is very important for updating organizational knowledge; (2) the architecture of knowledge integration is an open structure which has extensive exchanges and contacts with the outside world; (3) knowledge integration is a complex process which needs to excavate various knowledge within the enterprise and the interrelationship and dynamic relationship between knowledge.

Knowledge integration refers to the enterprise that is adapting to changes in the environment through identification of knowledge from stakeholders, filtering knowledge and absorbing knowledge.

Then, knowledge is refined and shared at the individual level, and this individual knowledge is raised to organizational knowledge and the organization has then the ability to develop new knowledge. This process provides organizations with the consistency of actions, the efficiency of execution and the sensitivity of response.

Foucault's Theory of Power /Knowledge

Michel Foucault (1926-1984), as one of the most important thinkers in France after Sartre, is also one of the representative figures of the conceptual philosophy. His research involves five themes mainly: madness, cognitive type, knowledge, power and sexual desire. From archeology to genealogy, and finally to ethics as a way out, the three main fields are combined into a whole: a variety of systems of knowledge, various forms of power and the analysis of the relationship between self and itself.

Foucault's theory of knowledge power has witnessed some intensive academic development. Along the 'archeology - genealogy - ethics', the change of cognition reflects the autonomy and return of knowledge. The micropower of the subject is the power relationship.

The symbiotic relationship between knowledge and power forms the true system of the modern society.

The solution strategies are local struggle and survival aesthetics. In the field of education, Foucault's theory of knowledge/power has a far-reaching impact on subject view, knowledge view, teacher-student view and purpose view. Power makes knowledge, as power and knowledge are directly connected with each other. Without the corresponding construction of a knowledge field, there can be no power relationship, and without the presupposition and construction of power relationship, there will be no knowledge. Knowledge is produced by power, and then it generates power function, thereby further consolidating power. Knowledge and power constitute the integration of management and control, shaping and reshaping its subject.

We succumb to power for the production of truth, and only through the generation of truth we exercise power. Intellectual and political problems must be also considered from the perspective of truth and power, not from the perspective of science and ideology. Foucault opposed rationality as a simple equivalence of power because the uniqueness of knowledge and the important role of intellectuals were thus denied. The impact of power on knowledge is specific and highly detailed. A certain form of power can produce knowledge with very different objects and structures.

Foucault believes that first, knowledge produces power. Power is a productive force, not a restriction. Second, power produces knowledge. While knowledge serves power, power promotes knowledge and knowledge is then used by power. There is an inseparable whole between knowledge and power. From this point of view, power is something produced and reproduced in the dynamics of changing social relations (Foucault, cited in Yanow, 2004).

The subject of knowledge and knowledge itself are generated in social practice and power relations. If power is changeable, then the subject of knowledge is constantly changing. This is an integral part of social reality that enables social actors to act in specific ways.

This view resonates with knowledge as a concept embedded in specific situations and practices. Therefore, knowledge as a force is not what A can use to influence B, but what A and B make up by how they interact (Schultze & Stabell, 2004).

In addition, Foucault (cited in Schultze & Stabell, 2004) argued that power and knowledge are interrelated and indivisible and that they are not separated. In other words, knowledge is the generation of collisions of various forces, and power is the formation of knowledge construction in this collision.

In different time contexts, knowledge is accompanied by the struggle and the renewal of power, and this struggle for power is ultimately the emergence of new knowledge. Foucault believed that discourse and power are inseparable. Discourse is constructed as it is related to knowledge and power.

For example, the phrase “group dance” does not exist when such behavior and form of activity do not exist. It is produced and formed by people through long-term, continuous struggles in cognition and its naming depends on this behavior and form.

The words “group dance” are the final result of the power struggle in this process, which is generated by the active, regulated and adaptive struggle between force coming from many words.

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Methodology

This study focuses on the process of knowledge-sharing, integration and coordination between knowledge sender and knowledge receiver in a group dance rehearsal. Therefore, this study is to explore the deeper process of knowledge sharing, the phenomenon and the significance behind it, rather than the causal relationship, so the qualitative research methods would be the most helpful for our purposes. This paper collects relevant data through interviews and observations, and then analyzes the collected data by means of coding analysis.

Research object

For this study we have chosen professional dance team dancers as the research object. Performers in professional dance teams/groups usually have rich professional knowledge and technical level, which can effectively provide a comprehensive and cutting-edge knowledge and information integration process for this study, thus helping with making out research conclusions truly frontier and professionally authoritative.

This study uses the non-randomized purposive sampling.

Literature research

By collecting and sorting out the research literature from home and abroad related to knowledge-sharing, knowledge integration, group dance performance, knowledge power theory, knowledge contradictions and conflicts, including paper journals, conference papers, research reports, and books, this paper systematically sorts out, compares and summarizes the research conclusions obtained in the previous studies on this topic.

By mastering the relevant theoretical knowledge systems and theoretical developments, this paper comprehensively and systematically analyzes the power / knowledge integration process contents in the knowledge exploration period for a group dance rehearsal, stemming from the knowledge sharing theory. To achieve the preset academic requirements and cutting-edge research content, this study provides important and solid theoretical support, striving to grasp the cutting-edge research issues.

Semi-structured interviews

In this study, eight interview questions have been designed, with the overlapping parts between the questions. This design may help to avoid the phenomenon when answers to some main questions are not comprehensive due to the limitations of the respondents' way of thinking.

At the beginning of the interviews, the interviewer first made a brief introduction, informing each interviewee of the purposes of this interview, the use of recording and that the information obtained from the interview would be used for academic research only, thus promising to keep the interview data confidential.

Then, the interviewer has made further inquiries into the interviewees' answers in order to more accurately capture the changes of the respondents' thoughts, emotions and cognition. The interviews have been mainly focused on how the actors cooperate with each other in the process of a group dance rehearsal to achieve the integration of action intensity, coordination, standardization and emotional expression.

The purpose of our interviews has been to explore the main influencing factors and contradictions in the process of cooperation and how to solve these contradictions and conflicts in the process of integrating knowledge and power between the actors in a group dance performance.

Three-segment coding analysis

Grouping the interview contents through the establishment of time axis, collecting the time nodes in the interviewees' language, coding the data as per the situational factors and performance, etc. — all this has been done to find out the repetition rules and common points, so as to explain the situation properly and code the emotional language at the same time because the emotional part in such situations is accompanied by internal action, thus providing clues for better understanding of the event.

Through interviews and observations, the concept (the first-level coding) is extracted from the original data, and then the process of knowledge sharing and knowledge integration is classified to obtain the category of classification (second-level coding). Finally, the relationship between classifications is established to construct the theory of knowledge-sharing and knowledge integration between knowledge sender and the receivers within the group dance performance team (third-level coding).

Results

Group dance rehearsal knowledge exploration period

Group dance performance is an artistic behavior in the form of cooperative creation of the dance art. Generally, it is usually performed by more than four dancers for the purpose of performing the same creative work, and is innovative in its certain content or form, showing the manifestation of dance art with a unified artistic style.

This process is organized in a team formed by the knowledge sender, as cooperation within the team is the integration of power / knowledge between the knowledge sender and the knowledge receiver(s).

According to the coding of this stage, the core concept of knowledge exploration (core category) is formed, and the secondary coding is refined, including five categories: knowledge sharing reason — sra, knowledge sharing object — soa, knowledge sharing value standards — sva, knowledge sharing content — sca, and knowledge sharing form — swa (see Tab. 1).

The behavioral patterns in the exploration period of group dance performance knowledge

According to the process of a group dance rehearsal, the researchers have found that the behavioral patterns presented at the beginning of the group dance rehearsal are demonstration and theme explanation of the group dance action by the director and the executive teacher, while the group dancers mainly imitate and follow the director and the executive teacher to learn the dance actions during this period, as shown in Fig. 1.

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Table 1 - Coding results for the group dance rehearsal knowledge exploration period
(made by the author)

Original copy	Phenomenon	Level 1 coding	Level 2 coding	Attribute
I used to think I was just an unattractive dancer in a group dance.	self-denial sa1	Actor Cognition sra1	Reasons for knowledge sharing sra	Knowledge exploration period
Usually through repeated practice, teacher deduction, mutual cooperation and other methods, constantly running together, we do all actions neatly.	Goal congruence sa2			
So everyone has a unified expression of ideas, can better convey the theme of the work to express ideas.	goal congruence sa3			
In our mutual cooperation, how can we integrate the intensity, coordination and standardization of dance movements? The first step is to guide through teacher action demonstration, then there is a unified standard and strength requirements, we will follow the teacher’s requirements to complete.	respect the teacher and honor the truth sa4			
If there are lifts or other highly difficult technical movements among actors, they need to solve the problem of coordination one by one. Then the final solution is through training as well as through emotional adjustment and state adjustment. Everyone in a group will gather wisdom to explore and solve the problems in the process of dance completion, thus overcoming this problem. Mutual cooperation is very important, physically and mentally. For example, the trust between actors is very important.	crisis of confidence sa5	Team trust base sra2		
Both hands in their respective directions, from the heart to the hand, then the backwards direction of the hand, two feet in their position, as well as eyes and where they should be looking, the body moving toward a certain point and so on — these are very specific requirements, and one by one, all actions can be corrected in the course of a meticulous rehearsal.	Executive teacher sa5	Authoritative teacher soa1	Knowledge sharing objects soa	
First comes the demonstration of the teacher ' s actions. Then there is a unified requirement for standardization and strength. We will complete it according to the requirements of the teacher.	To guide, teacher demonstration as the standard sa6	Action understandin g standard sval	Value standard of knowledge sharing sval	
Do the dance movement dynamics in coordination	action coordination sa7	Dance action learning scal	Knowledge-sharing content sca	
Do the dance movement dynamic in, coordination	action power sa8			
Slow action practice and refined actions	rehearsal sa9	rehearsal swa1	Knowledge-sharing forms swa	

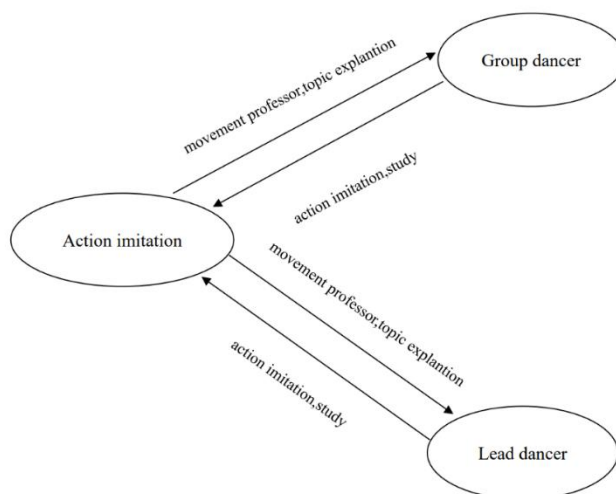


Figure 1 - Behavioral Patterns in the Model of Group Dance Rehearsal in its Knowledge Discovery Period
(made by the author)

Knowledge-sharing in the exploration period of group dance performance

According to the behavioral patterns in the knowledge exploration period of the group dance rehearsal, it can be seen stated the main subject of knowledge-sharing in this period is the authoritative teacher. As a unified management coordinator and the master of the theme of the work and dance movements, the authoritative teacher enjoys discourse power, and has the same goals as the dance group as a whole.

Group dancers (including both ordinary actors and leading dancers) are the recipients of learning. First of all, they follow the authoritative teacher while completing their learning and training through dance actions learning and understanding of the action standards. As knowledge senders, dance directors and choreographers conduct detailed teaching and training through deduction. According to the reason, object and contents of knowledge-sharing at this stage, we have found that the knowledge-sharing process shown at this stage is only a single process which goes from the sender to the receiver (see Fig. 2).

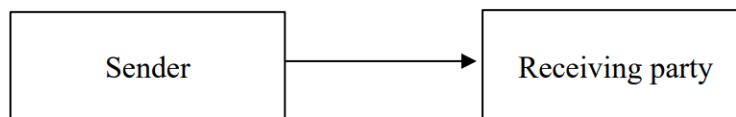


Figure 2 - Knowledge-Sharing Model Diagram of a Group Dance Rehearsal
(made by the author)

Power/Knowledge Integration in the Period of Knowledge Exploration during the Group Dance Rehearsal

In the process of power/knowledge integration in this period, knowledge transfer and the knowledge-sharing process between the knowledge sender (the authoritative teacher) and the knowledge receiver (the dance group actors) does not reflect the contradiction and

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conflict of power/knowledge between the authoritative teacher and the actors, but is rather based on the cooperation of sharing and trust. Based on the above analysis, the power/knowledge integration process model in the knowledge exploration period of group dance rehearsal is preliminarily constructed as follows (see Fig. 3).

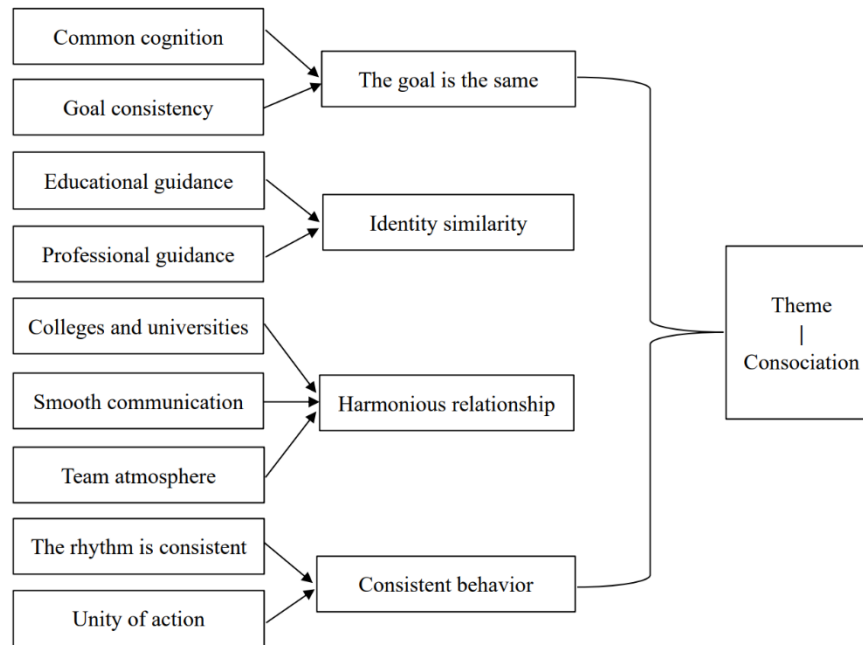


Figure 3 - Power/knowledge integration model of the group dance rehearsal knowledge exploration period
(made by the author)

Conclusions

This study mainly focuses on the sender and the receivers within the group dance performance team in the knowledge exploration period of a group dance rehearsal. It explores the behavioral mode, knowledge-sharing and knowledge power integration process within the rehearsal process. This study promotes the completion of cooperation by arranging the contents and the process of cooperation between performers, namely, knowledge senders so that to achieve deeper cooperation or continue future cooperation.

This study can predict the problems that might occur in the process of knowledge integration due to various influencing factors. It can be done through the grasp of the dynamic process of knowledge integration with the content adjusting itself, better preparation and participation in cooperation of the performance team.

The team can also do more of planning and organization, thus making the process of knowledge integration not a mutual struggle, but rather a mutual compromise of expectations. Performers can thus better understand and master the process of knowledge integration, reducing the time costs and the manpower costs in the process of cooperation, as this study may provide practical support in the form of creating new knowledge through mutual integration.

Discussion

Theoretical contribution

This paper puts forward the perspective of power / knowledge integration of knowledge sender and receiver in the context of group dance rehearsals, which enriches the existing literature and supplements Foucault's power / knowledge theory.

Theoretical Model of Power/Knowledge Integration of a Group Dance Rehearsal

Through the analysis of the process of knowledge power integration in the knowledge exploration period of a group dance rehearsal, the researchers initially constructed the theoretical model of power/knowledge integration process in the knowledge exploration period of a group dance rehearsal (see Fig. 4). This theoretical model represents the dynamic process of power knowledge integration at this stage from the three process factors of behavioral mode, knowledge-sharing mode and power/ knowledge integration in the knowledge exploration period.

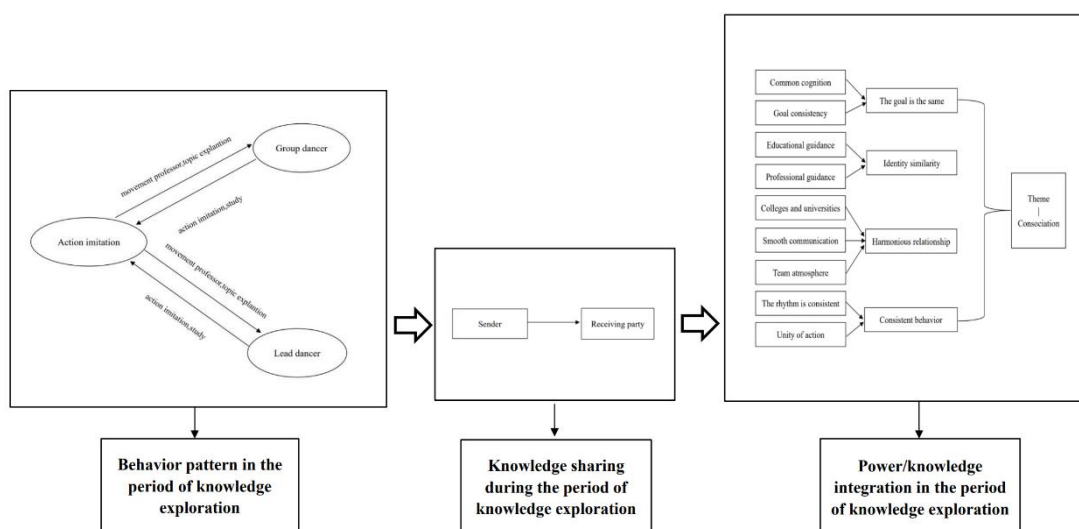


Figure 4 - Theoretical model of power/knowledge integration process in a group dance performance knowledge exploration period
(made by the author)

Against the background of knowledge exploration in the course of a group dance rehearsal, this theoretical model puts forward the concept of power/knowledge integration process of a group dance rehearsal in the period of knowledge exploration: group dancers are showing a certain behavioral pattern of following learning in the period of knowledge exploration, which is mainly the same as a single process of imitation and learning from authoritative teachers.

The main body of power here is authoritative teachers; therefore, there is no conflict between power and knowledge among the group dancers. Therefore, the intensity of power/knowledge integration is not great in the end.

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