

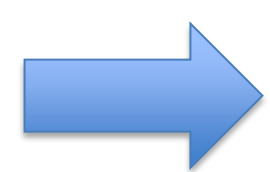
# Dead wood or untapped expertise?

## Intergenerational knowledge brokerage in school teams

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### Problem statement

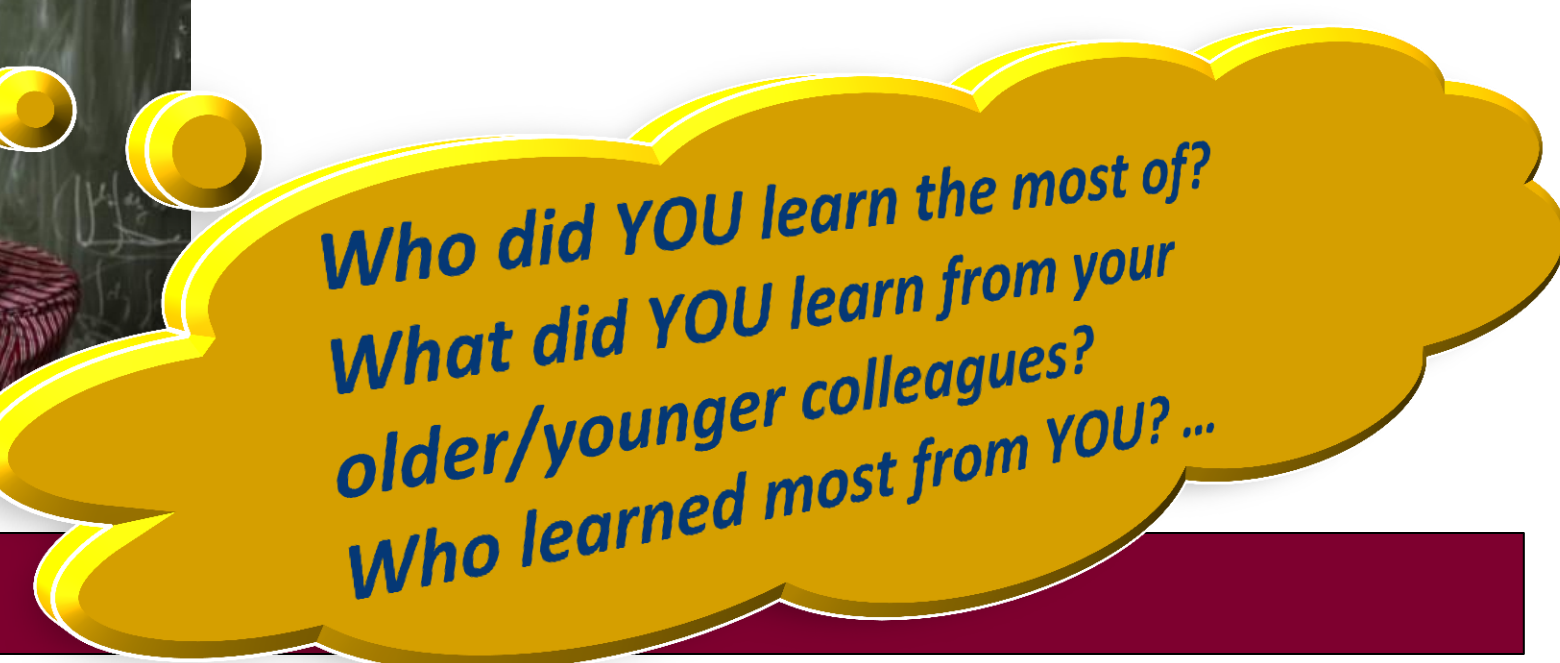
- As the European labour market is characterized by a large outflow of older employees, the ability to retain knowledge of employees close to retirement potentially becomes a key feature of successful schools (Bender & Fish, 2000)
- Whereas older teachers are described by some as “dead wood”, workers who have little potential and a low level of performance (Baugh & Sullivan, 2008; Stam 2009), others argue that the explicit and implicit knowledge of the workers close to retirement is largely underestimated (Nonaka, Kohlbacher & Holden, 2006; Vaiman, 2008).
- The concept of ‘knowledge brokerage’ refers to moving knowledge from one place or group to another (Vanhoof & Mahieu, 2013)



This study looks at knowledge brokering from an intergenerational teacher perspective

### Research questions

- Which processes, results and influencing factors are involved in intergenerational knowledge brokerage (IKB) in schools? (*explorative*)
- How can existing analytical frameworks be complemented and integrated into a conceptual framework to study IKB? (*theoretical*)
- Which similarities and differences can be found in (the results of) existing IKB processes? (*empirical*)
- What is the impact of individual, team and school characteristics on the process and results of IKB in school teams? (*empirical*)

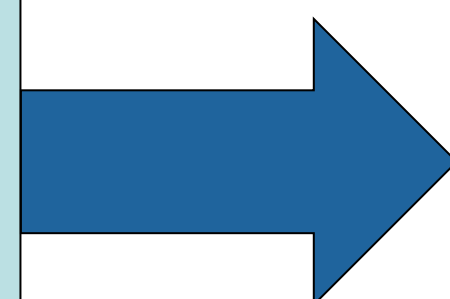


### Conceptual framework

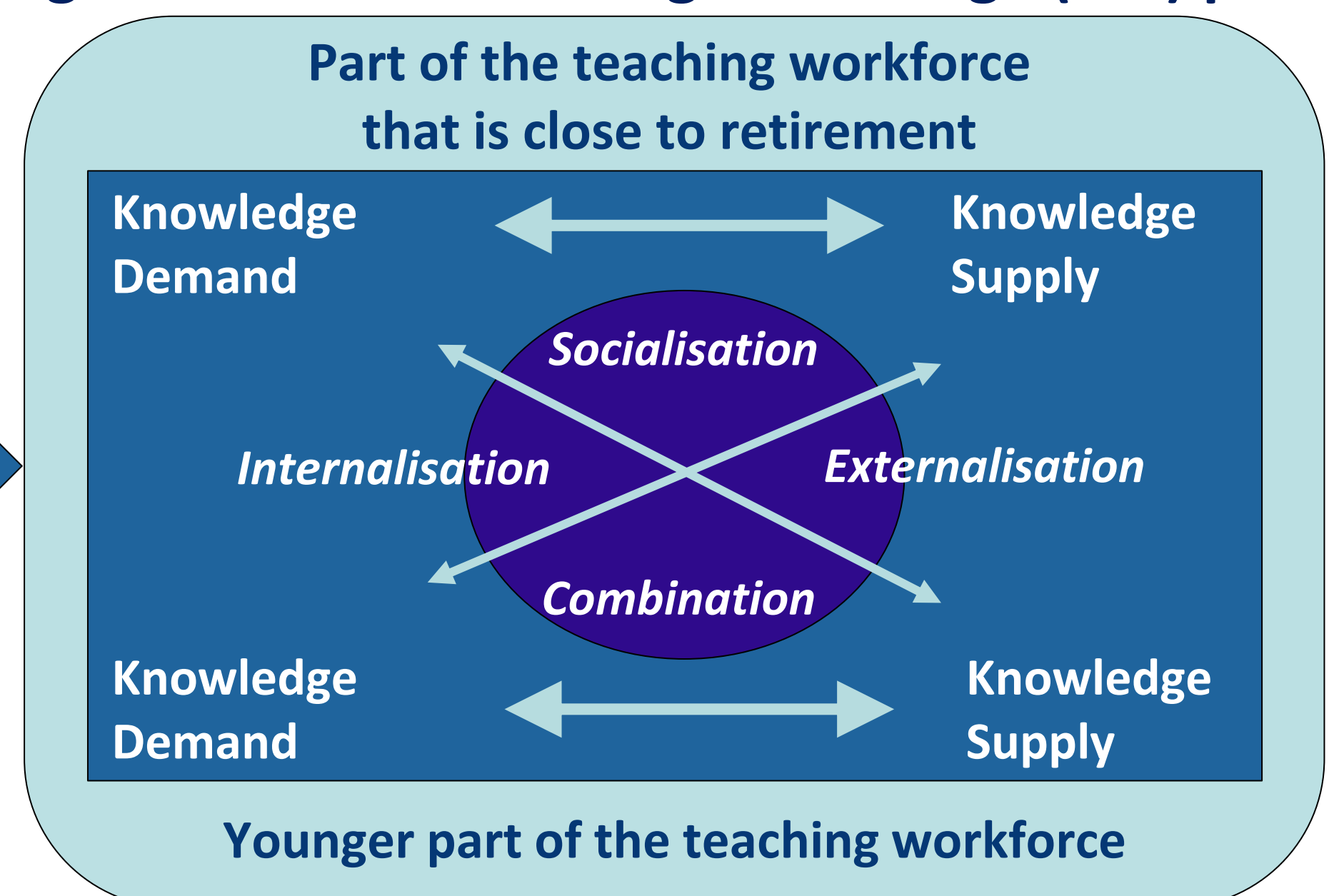
IKB facilitates the sharing of knowledge between knowledge demands and knowledge supply over generations. We build on the work of Arif et al. (2009), Wamundila (2008) and Nonaka and Takeuchi (1995) to propose a comprehensive model to describe different kinds of IKB.

#### Influencing factors

- Types of knowledge involved
- Individual teacher characteristics (knowledge literacy, attitude towards IKB, level of expertise)
- Team characteristics (interpersonal variables, shared mental models)
- Schools’ policy making capacities



#### Intergenerational knowledge brokerage (IKB) process



### Methodology

#### Research phase 1 (*explorative*)

- Literature study on IKB
- Qualitative research methods: semi-structured interviews

#### Research phase 2 (*theoretical*)

- Refinement of the conceptual framework

#### Research phase 3 (*empirical*)

- Social Network Analysis
- Written surveys
- Case studies

#### Study 1

##### Research questions

- How do teachers describe the concept of a generation in their teams?
- How do teachers perceive colleagues from other generations?
- How do IKB processes take place within school teams?

##### Participants

- 16 Flemish secondary education teachers:
- 8 teachers younger than the age of 33
  - 8 teachers older than the age of 50

##### Data analysis

Thematic analysis: six-stage approach (Braun and Clarke, 2006)

##### Findings

“..I think we could move a big step forward if we could combine the knowledge of our older colleagues with the teaching methods of our youngest colleagues” - Wim -

“..there are positive perceptions towards older teachers.. we can learn a lot from them” - Mieke -