KNOWLEDGE MATURING AND ROLE OF SOCIOFACTS

KNOWLEDGE MATURING AND ROLE OF SOCIOFACTS: AN ORGANIZATIONAL PERFORMANCE

FRAMEWORK

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ABSTRACT

The increasing uncertainty in the business environment requires quick adaptation from the organizations to meet the changes in the environment. Knowledge maturing through individual and organizational learning are predominant tools to achieve this adaptation. The role of knowledge artifacts in knowledge maturing is undeniable and it can be achieved through three manifestation of knowledge i.e. artifacts, cognifacts and sociofacts. In this paper we have focused on sociofacts as the subject bounded socially grounded manifestation of actions within the organizations. Sociofacts are entrenched in individual's cognifacts and play an important role due to their binding to combined actions and subjects. Although sociofacts are quite difficult to grasp but their role in knowledge maturing and performance of the organization cannot be negated because of their subject bound social acceptance among the individuals. This paper has outlined sociofacts on theoretical basis as the starting point for knowledge maturing in the organizations. By using the resource based view of the firm the paper has proposed a model to examine knowledge maturing and performance of the organizations. The paper has concluded with open question for future empirical testing of the proposed frame of organizational performance.

INTRODUCTION:

Ascribing to the global shift all across the world resulted in the emergence of new economy which is simultaneously global, it favors ideas, it is information sensitive, and it favors intangible products than the tangible ones. According to various seminal scholars this new world order can be coined as knowledge economy (Kelly, 1999; Stiroh, 1999; Teece, 2003). This knowledge economy is a snapshot of network where societies, individuals, and organizations are interconnected (Black & Lynch, 2000; Clarke, 2001). Further in this new economy the rule of the game, that is certain and unavoidable for the organizations is uncertainty and organizations have to face this uncertainty (Nonaka, 1994). Despite of the uncertainty, under the umbrella of this new economy both organizations and individuals may have many opportunities and new avenues to progress at a rapid pace (Cooke, 2001). Hence the basic tenet of new economy is decentralized ownership structure characterized with equity; in this economy knowledge pool is more critical than financial capital (Kelly, 1999; Powell & Snellman, 2004). The managing rules for the new economy are how to manage knowledge, communication, and information in the complex hierarchy of interconnected organizational structure.

Hence in this age of globalization it has become an imperative for the organizations to get used to adapt the rapid changes in the environment. In order to surmount the new changes it has become essential for the individuals and organizations to ride in the same vehicle of new learning approaches. So that employees can update and leverage their knowledge at a pace similar to the changes in the environment. According to Kelly (1999) world is shifting at fast pace with knowledge and its management is the key focus in every organization. Contrary to the former times where machines and other tangible assets has been the key asset of a company, last two decades have witnessed knowledge as the key resource of the organizations. It is of little doubt that knowledge is required to execute the business tasks appropriately and efficiently and in this view management of organizational knowledge has become as important as managing the business processes. Nevertheless, it is not enough to manage existing

knowledge of the organization but also to mature knowledge in order to keep pace with uncertain business changes. Consequently it is imperative to elucidate what knowledge maturing is and what does it mean in an organizational context.

It is agreed by the scholars that knowledge maturing is interconnected to the predicament how to categorize knowledge assets (KA), which become visible in the organizations as artifacts, cognifacts, and sociofacts (Braun & Schmidt, 2007; Maier & Schmidt, 2007; Nelkner *et al.*, 2009), and how to identify the existing levels of knowledge maturity within the organization, regardless whether the focal point is placed on a entire organization, an organizational unit, or just a certain topic. As outlined earlier knowledge maturing process is comprised of three manifestations of knowledge i.e. cognifacts, sociofacts and artifacts. To elaborate further artifacts are material manifestations of knowledge while cognifacts are individual's manifestation of knowledge (Riss *et al.*, 2010; Riss *et al.*, 2009). On the other hand sociofacts are the collective knowledge embedded in the social structure of society. They become manifest in the certain social action and activities and help to share knowledge on one hand while permeate to mature knowledge on the other hand (Riss *et al.*, 2010). From the findings of literature it is argued that sociofacts help to build trust and foster communication and in this way become a piecemeal to foster organizational performance (Barnes *et al.*, 2011; Riss, 2011;Riss *et al.*, 2010). Despite of the fact that knowledge is an essential resource of gaining and sustaining competitive advantage (Argote & Ingram, 2000; Lenway & Murtha, 2004; Tallman *et al.*, 2004) in this era of globalization little attention has been paid on the knowledge maturing and role of social context (sociofacts) in this process of maturing (Maier & Schmidt, 2007; Riss *et al.*, 2010; Schmidt *et al.*, 2009).

Taking the lead from this line of argumentation this paper aims to examine the role of sociofacts as subject bound manifestation of social action in knowledge maturing and also the relationship between knowledge maturing and organizational performance. The study is significant in the current times when knowledge management (KM) and KM practices are

considered to be the significant contributor to the organizational performance. Although performance itself is a useful metric to measure the effectiveness of KM, the ultimate measure of value is the ability of KM to support the strategy of the organization (Zack *et al.*, 2009). This seems logical in the context of KM where knowledge is considered as the most important significant strategic resource (Mckeen *et al.*, 2006; Zack, 1999). Hence the customer intimacy as the strategy of the organization (Zack *et al.*, 2009) will be discussed as the performance measure and two immediate outcomes of this strategy i.e. customer retention and satisfaction will be analyzed as the outcome measure of performance.

In this backdrop the paper raises the following research questions,

RQ-1: How Sociofacts help in knowledge maturing within the organizations?

RQ-2: What is the role of Knowledge maturing in organizational performance?

RQ-3: Does Knowledge maturing leads to enhance the customer intimacy?

LITERATURE REVIEW:

Knowledge Maturing:

The chain of evidence in the literature elaborates that there are two different paradigms of knowledge: one is subjective and treats knowledge as a vibrant concept focusing on process and contextual aspects; while the other is objective and views knowledge incorporated in documents and other artifacts independent of any human interpreter (Alvesson, 1993; Ellen, 1994; Nonaka & Peltokorpi, 2006; Spender, 1996b). The approach to knowledge that we are aiming to apply takes both paradigms into description. The fundamental assumption is that we need knowledge because it is a prerequisite for action (Riss, 2005). This view holds appropriate for both individuals as well as for organizations. In order to further highlight the importance we

can start from the notion of action, we comprehend it as a process of planned concretion of an actor's goals based on the actor's individual capacities. Actors can be either organizations or individual employees within the organizations. The relationship between knowledge and action which we are referring to has been recently discussed by (Hawthorne & Stanley, 2010; Scherl & Levesque, 2003), emphasizing for the description of knowledge as rational competence. From the findings of literature it can be suggested that a capacity and so knowledge are inextricably linked and only becomes evident in its actualization (Matusik & Heeley, 2005; Nieto & Quevedo, 2005; Tsai, 2001; Bosch *et al.*, 1999). The critical disparity to the objective notion of knowledge consists in the impending that knowledge is not a static resource stored in databases, it is dynamic and is essentially intertwined with action (Daghfous, 2004; Grant, 1996a; Martin & Salomon, 2003).

In the context of knowledge maturing within the organizations the concept of knowledge and action asserts that knowledge cannot only be acknowledged on the basis of artifacts such as documents or models or databases but also indirectly on the basis of performed actions. In this view it can be argued that philosophical underpinnings of knowledge in the knowledge maturing process are both explicit and implicit (Polanyi, 1983; Wyatt, 2001).

At the heart of KM literature it is argued by scholars that both of these concepts i.e. explicit and implicit knowledge are relevant to knowledge maturing in the organizations. But to go in depth of knowledge maturing and the process of maturing first there is a need to understand the concept of learning, i.e., acquisition of knowledge. Grounded in the paradigm of knowledge as a rational phenomenon we can distinguish two modes of learning which are implicit learning and explicit learning (Eraut, 2004; Reber, 1989).

Implicit Learning:

It is believed that by continuous realization of a capacity of a person the individual knowledge develops further (Reber, 1989). The development of such knowledge can be due to varying

aspirations coming from the agent's outer environment (Cleeremans *et al.*, 1998), e.g., increase in the complexity of the individual's actions. Such a change in the requirement s of successful accomplishment of task leads to the development of new knowledge (Fiol, 1994; Hayes & Allinson, 1998) which can finally direct to qualitative changes in the agent's capacity (Argote & Ingram, 2000; Nevis *et al.*, 1995). For example, an occasional financial consultant can become a professional accountant.

Explicit Learning:

In order to highlight the importance of learning within the organizations Fiol (1994) proposed that apart from the implicit learning as a tool to acquire new knowledge other way to acquire new knowledge in the organizations is by instruction or explicit learning (Kim, 2004; Zollo & Winter, 2002). Here the agent (individual) learns to execute new actions by following explicit descriptions (by instructions) related to a particular task while actualizing his/her other already existing capacities of knowledge (Gherardi, 2000). By repetitive collective actualization (implicit and explicit) the respective capacities usually amalgamate to become a new capability of individual (Hendry, 1996; Whittlesea & Wright, 1997).

According to Schmidt (2005, 2009) the process of knowledge maturing is eminent from sheer learning by the assumption that it encapsulates development of individual and organizational knowledge as guided, i.e., resultant from and synchronized with respect to the context of the organization (Cook & Yanow, 1993). But this does not indicate that all the individual's learning is determined by the organization but that the organization captures all forms of learning into description and attempts to leverage synergies between them (Cangelosi & Dill, 1965; Huber, 1991; March, 1991). Learning within the organizations always takes place as an observation and is not consequently fostered in a planned and logical way (Schmidt *et al.*, 2009). The primary thesis in this respect is that organizations have to embrace the large variety of different learning types and styles and their general relevance to organizational knowledge maturing (Maier & Thalmann, 2008).

Organizational Knowledge Maturing:

As outlined earlier the knowledge maturing process (Schmidt, 2005) is distinguished from learning by its focus on knowledge development in an organizational context or more specifically as a knowledge development process guided by the organization. Nevertheless we argue that learning takes place in organizations as an observation activity and does not occur in a planned and organized way but rather as spur-of-the-moment (Schmidt, 2005). In the following section we will examine how maturing process of knowledge tales place in the organizations.

Knowledge Maturing in the Organizational Context:

Taking the lead from the operationalisation of organizations as a system (Miller, 1972; Morgan, 1980) we can view organizations as a system with complex internally synchronized subset of processes that, however appears as a whole to the external world (Morgan & Videotraining, 1997).In the system view of organizations the capacity and capability of the system (organization) is evaluated by the capacities and capabilities of its members (Morgan, 1998; Morgan, 2001). In the context of KM the coordination and communication capacities of the organization also strengthen the system (organizations) which means that communication and coordination capabilities of the organizations add further to the capability to the system (Alavi & Leidner, 2001; Gold *et al.*, 2001) .Hence the organizational knowledge goes beyond the collection of individual knowledge (Teece, 2009). The concept of knowledge as a rational capacity of an individual and not as a static entity plays a fundamental role in this respect since capacities depends heavily on the process of actualization and expand with these actualizations (Nonaka *et al.*, 2000). In addition, this view emphasizes the fact that knowledge can be acknowledged on the basis of individuals (agents or users) activities, even if the knowledge itself might not become evident in any shape (Kogut & Zander, 1992). Furthermore it is argued that the transfer of knowledge is not usually realized by the condition of corresponding knowledge artifacts but requires action from the individuals or agents (Argote *et al.*, 2000; Goh,

2002). It means that knowing or knowledge acquisition is not a static capability or stable state of actors or agents but it is a dynamic social entity that evolves from the entangled practical engagement of individuals in the organization (Huber, 2001; Orlikowski, 2002). Hence it is coined that knowledge maturing in the organizations is a social phenomenon which involves interaction among individuals within the organizations and knowledge cannot be matured until or unless there is a generally agreed upon understanding of meanings between the individuals. From this perspective of social phenomena and interaction of individuals we argue that knowledge maturing is fundamentally embedded in the symbolic interaction within the organizations (Blumer, 1986; Charon & Hall, 2009; Riss *et al.*, 2010). To elaborate further according to Riss et.al (2009) knowledge maturing process within the organizations is comprised of following six stage model which helps in the maturity of knowledge see fig 1.(see Riss et.al 2009)
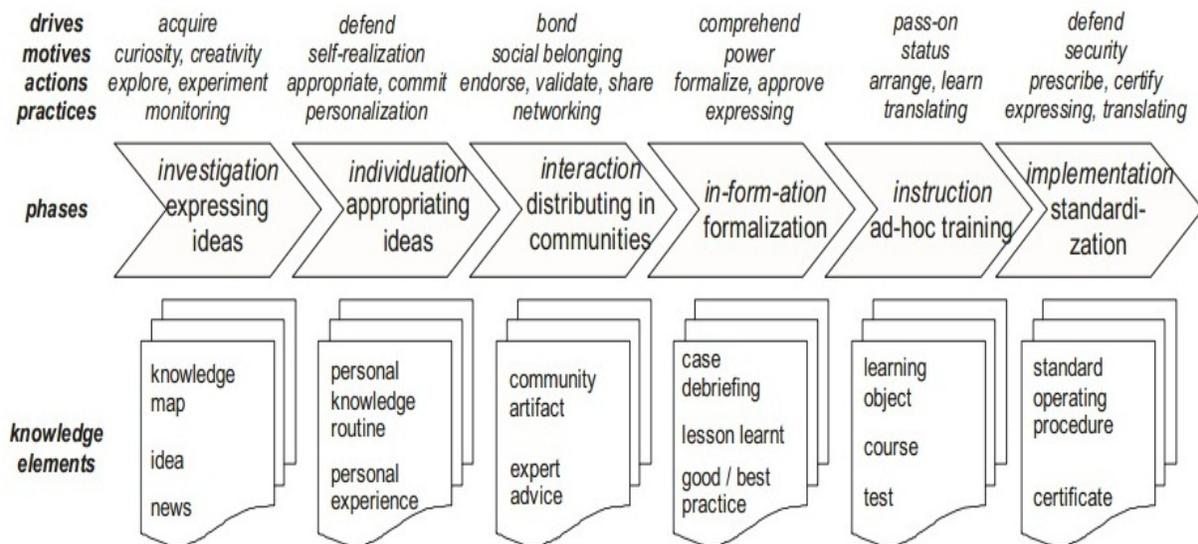

Figure 1: Model of Knowledge maturing adapted from Riss et.al (2009)

Symbolic Interaction and Knowledge Maturing Through Sociofacts:

In the recent years the researchers have started paying attention towards inclusion of social context in to the various domains of organizations (Dolwick, 2009; Mitev, 2000; Pescosolido, 1992; Rowley, 1997). The field of knowledge management cannot escape from this growing interest towards bringing in social context into the development of knowledge (Fox, 2000). Taking the lead from this predominant stream of research which inculcates social context in the entire process of knowledge management we opine that knowledge maturing as a sub domain of knowledge management cannot be accomplished successfully without social context (Inkpen & Tsang, 2005; Spender, 1996a). Hence there is a need to bring in the social domains of knowledge maturity through socially accepted methods of communication and interaction within the individuals (Brachos *et al.*, 2007; Lang, 2004). Here the seminal work of George Herbert Mead and operationalised later by Herbert Blumer on symbolic interaction perspective (Blumer, 1969, 1980) can be used as a broader framework to study knowledge maturing within the organizations by highlighting the importance of social context (Maines, 1989).

Symbolic interactionism is defined as an approach which emphasize that individuals learn to interpret and give meaning to the world though interactions with other individuals (Blumer, 1969). Symbolic interactionism is also defined as a school of thought in the field of sociology that asserts social behavior of individuals in terms of how they act together with each other via symbols (language, actions etc); in this view, social structures are best understood in terms of such individual interactions (Blumer, 1980). Furthermore, how individuals communicate and interact with each other is dependent on how they interpret factors such as statuses language and actions (potential symbols) (Huber, 1973). For example, we can interpret an email as either a friendly greeting or cool farewell conditional to context (the symbolism of an email). It means in the context of the organizations the phenomenon of knowledge creation and knowledge maturing will be more effective and productive if there is a social interaction of individuals through shared symbols e.g. emails blog, wikis, social media etc.

Grounded in the perspective of social interaction (Blumer, 1969) knowledge maturing encapsulates individual as well as organizational capabilities and the development of knowledge artifacts that includes all forms of knowledge (Braun *et al.*, 2010). The knowledge artifacts are all types of static and as well dynamic knowledge representation in the form of ontologies and documents etc (Tatnall & Jones, 2009; Weber *et al.*, 2009). Further knowledge will mature through three common manifestations of knowledge which are cognifacts, sociofacts, and artifacts (Braun *et al.*, 2007). Although both cognifacts and artifacts are well studied in the scientific community but the sociofacts are not studied extensively and needs more scholarly attention (Riss, 2011; Riss *et al.*, 2010; Riss *et al.*, 2009; Tatnall & Jones, 2009). Despite of this negligence importance of social interaction in the whole process of knowledge maturing and role of sociofacts in the maturity of knowledge can be decisive (Nelkner*et al.*, 2009; Riss *et al.*, 2010).

Based on the perspective of symbolic interactionism (Blumer, 1969) cognifacts, sociofacts and artifacts can be distinguished as individual and social internal knowledge manifestations and external knowledge manifestation respectively (Kreiner, 2002; Nelkner *et al.*, 2009). Artifacts can be defined as objective representation of knowledge, which are physically and externally reproducible and act as external memory of the organization e.g. written laws, policy documents, and digital media (Slawik, 1992; O'leary, 1998; Tuomi, 1999). While on the other hand cognifacts are described as individual's capability of intelligent actor as a part of his/her knowledge (Clancey, 1993; Newell, 1982). Cognifacts can be one's own skill (typing speed), competencies (negotiation), and intuition (foresight) and so on, and hence they are internal to the individual making them invisible to others (Ley *et al.*, 2009). Sociofacts are defined as all types of collective knowledge which includes norms, values, social structure, culture, families, institutions etc. but the distinguishing characteristic is shared meaning of various phenomenon in a particular society (Ley*et al.*, 2009). Sociofacts are essential for every activity within the organizations (e.g. Knowledge maturing through communication and coordination) (Nelkner *et al.*, 2011). We can extract sociofacts from symbolic Interactionism perspective as the social

intelligence of individuals within the organizations although they are internally grounded mutual expectation, beliefs and shared understanding of individuals within the same organization or in simple way sociofacts are the living rules and are different from the written or codified rules (Dolwick, 2009; Mitev, 2000; Witschel *et al.*, 2009). They become critical in the whole process of knowledge maturing when there is the need for social interaction so that communication and coordination can be enhanced and process of maturity of knowledge can be fostered (Nelkner *et al.*, 2011; Nelkner *et al.*, 2009; Riss *et al.*, 2010).

From the above discussion it can be proposed that sociofacts are useful in effective knowledge acquisition and knowledge maturing. In this view it can also be proposed that when knowledge is matured in the organization it will be more useful and will help to improve the performance of the organization (Yu *et al.*, 2004). Although there is a lack of empirical heart about this proposed relationship but we can predict to exhibit some empirical support. The next section will discuss the organizational performance linked with the paradigm of knowledge maturing in the organizational context.

KNOWLEDGE MATURING AND ORGANIZATIONAL PERFORMANCE:

The last two decades has witnessed KM to become an established paradigm and organizations have started embracing KM as a tool to improve organizational performance (Fahey & Prusak, 1998; Lee & Choi, 2003; Madhavan & Grover, 1998). Despite of this popularity of KM as an academic discipline and as well as a managerial tool till to date lack little empirical evidence, which means that there is a need for careful scrutiny of KM within the organizations so that we can claim that KM is a robust paradigm of improving organizational performance (Davenport *et al.*, 1998; Dyer & Nobeoka, 2002; Gold *et al.*, 2001). According to Zack et.al (2009) KM and its sub constructs i.e. KM practices, Communities of Practice, Knowledge Maturing, Knowledge acquisition, sharing etc. are conceptually well established within the organizational context but we have very little empirical heart to support KM including its sub constructs. Taking the lead from this line of argumentation we argue that there is a need for advancing and testing this

new discipline with all the scholarly enthusiasm so that this discipline can move forward (Alavi & Leidner, 2001; Tippins & Sohi, 2003; Williamson, 1999). Hence we are of view that role of sociofacts in knowledge maturing should be studied extensively along with its link with the performance. Although the empirical evidence is not the scope of this paper but we are of the view that in the near future the knowledge maturing and role of sociofacts and performance of the organizations should also be studied empirically.

According to resource based view of the firm (Barney, 1996; Barney *et al.*, 2001) organizational learning is an intangible resource of the organizations that can result in better performance on one hand and can provide sustainable competitive advantage on the other hand (Darroch, 2005; Grant, 1997; Hitt *et al.*, 2000; Uhlenbruck *et al.*, 2003). Exploring this line of thought further, organizational learning is the most dynamic capability of the firm that can ensure sustainable competitive advantage over the long period of time (Teece & Pisano, 1994, 1998; Zollo & Winter, 2002). Organizational learning is the process through which knowledge is added and developed within the organization over a period of time, and as discussed earlier when the process of learning is synchronized with individual's and organizational capability knowledge gets mature within the organizational context. It means knowledge maturing is also the capability of the organization and hence we can claim that knowledge maturing is also the intangible resource of the organization.

Following Barney (1996) a strategic resource is the one which helps the organization to formulate strategies that are superior to the competitors on one hand and have the potential to provide competitive advantage on the other hand. Bringing in the knowledge based view of the firm (Grant, 1996b, 1997) knowledge resource (Bierly & Chakrabarti, 1996; Zack, 2002) and in this particular case knowledge maturing manifested through sociofacts should help the organization to leverage the strategies that are unique and have the potential to provide competitive advantage. To that end, knowledge maturing should be evaluated within the

organizations as fundamental strategic resource and its value should be evaluated through its contribution in formulation, implementation, and evaluation of effective strategies.

In order to evaluate the relationship between knowledge maturing and organizational performance and as highlighted above in order to examine knowledge maturing as strategic resource strategic performance capabilities (Tearcy & Wiersema, 1995) which are the guide towards competitive advantage seems more appropriate and has been analyzed in various studies of knowledge management and organizational performance (Haas & Hansen, 2005; Tanriverdi, 2005; M. Zack *et al.*, 2009). According to Tearcy & Wiersema (1995) there are three strategic performance capabilities namely Product leadership, Customer intimacy and Operational excellence (for review see Tearcy & Wiersema, 1995). Product leadership is followed by competion based on product and service innovation, while customer intimacy repressnts cmpetion based on satifactiona and retention of customers and operational excellence is focused priamlry on competion based on internal operations of the organziation (Mithas *et al.*, 2005; Moffett *et al.*, 2003; O'dell *et al.*, 2003; Zack*et al.*, 2009). For the purpose of this paper we are focusing only on the customer intimacy as the strategic outcome measure of knowledge maturing.

Conceptual Model:

Based on above literature review following conceptual model has been proposed for further discussion. It is assumed that sociofacts will lead to mutually agreed social action through human agent and action will be accomplished through social interaction in the form of communication and in this particular case four communication tools i..e email, blogs, wikis and socail media will be used to foster knowledge maturing in the organizaiton (Riss *et al.*, 2010). The knowledge so matured will be used for customer intimacy which will result in customer retention and satisfaction.

Figure 2: Conceptual Model
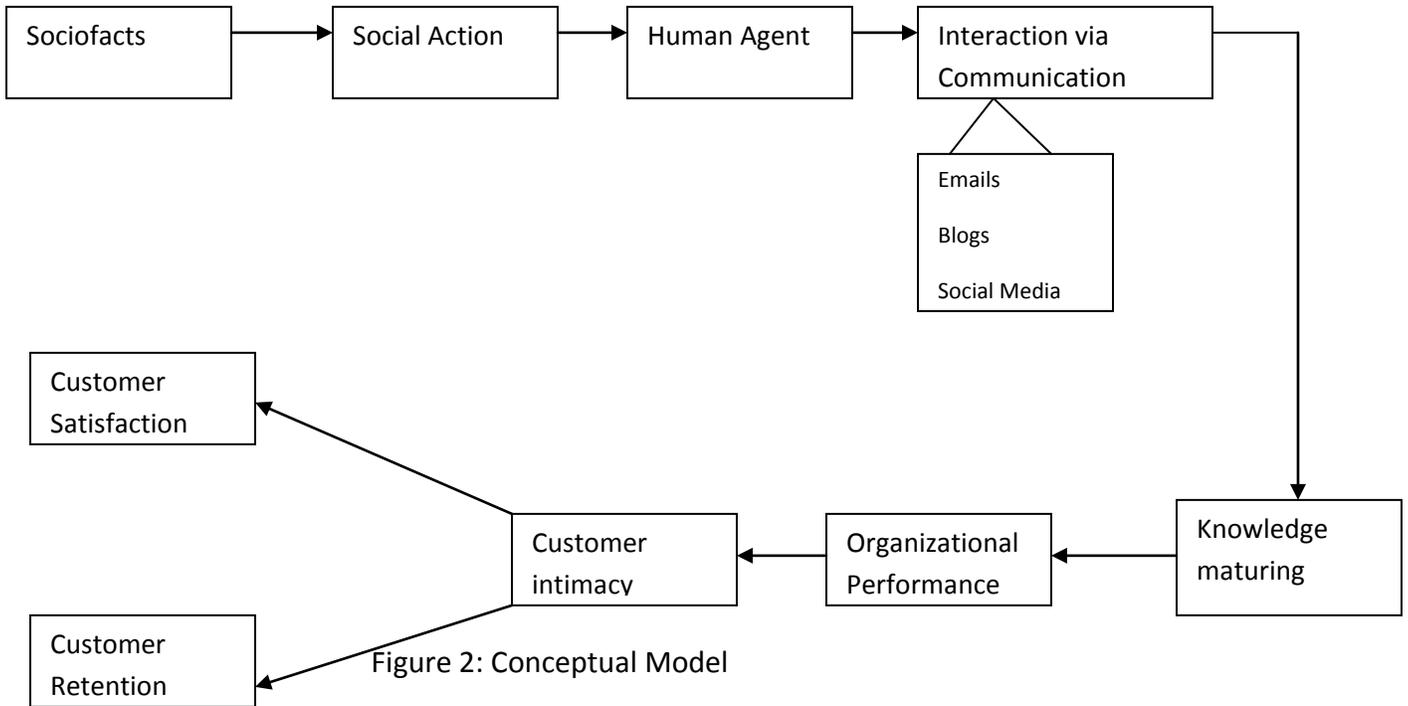
DISCUSSION:

Individual's knowledge and organizational knowledge within the organizations resembles in many dimensions, particularly related to the action. This relationship is further elaborated in the categorization of knowledge as a rational capability to act by the individuals within the organizations. In this sense, knowledge as a rational capability helps to specify the goals and requirements of knowledge within the organizations. In this paper we have attempted to explain the process of knowledge maturing as a rational capability of the organization which become manifest in three knowledge assets i.e. sociofacts, cognifacts and artefacts focusing specifically on sociofacts. We argue that knowledge maturing is socially embedded within the organization and sociofacts as collective capacities of the individuals help to mature the knowledge in the organizational context. Although it is quite difficult to locate and identify the sociofacts within the organizations (Riss, 2011; Riss *et al.*, 2009) but our argument is that sociofacts become manifest in the form of socially agreed communication tools e.g. emails, blogs, social media etc. Our argument is that sociofacts help in collaborative actions of the individual's within the organizations e.g. an email for the development of new product is more

productive when this communication tool is socially agreed among the individuals of the organizations. Furthermore in this communication knowledge is exchanged and further developed which leads to the knowledge maturing in the organizations.

According to the capacity perspective of knowledge maturing, the knowledge maturing is repeatedly associated to the actualization or application of capacities which are either embedded within the individuals or organizations. In this view such actualizations can lead to further requirements of knowledge within the organizations (e.g., if a specific product has not come up to the mark what knowledge can be acquired to make it correct) or at opportunities (e.g., if the failed product is successful in some other market, what kind of knowledge organization can acquire about that market). Hence activities of the individuals or organization are broad indicators for the maturity of knowledge through sociofacts as sociofacts will help out in the execution of acquired knowledge through various communication mechanisms. The central thesis of this paper is that an insufficient developed mechanism of communication which is not socially embedded results in failure of development of sociofacts and ultimately the process of knowledge maturing is not executed well. But there is a need for identification of existing or required capacities within the organizations so that appropriate sociofacts in the execution of activities can be located. In this way the knowledge which is essential and required for a particular activity will be shared accordingly and will further lead to the maturity of knowledge. Moreover, we have pointed out that KA develops along 5 knowledge dimensions, described in the Knowledge Maturing Dimension Framework (See Riss et.al 2009). Generally within the organization all the knowledge is not relevant to a particular activity or scenario, the knowledge which is supported from the sociofacts will hold true for the maturity and as well as will be more useful for the organization, hence it is proposed that knowledge maturing is directly rooted in identification and execution of required sociofacts. Therefore the symbolic interactionism perspective is helpful in identification and usage of required sociofacts and is a precondition for the maturity of organizational knowledge. Symbolic interactionism framework helps to analyze whether necessary preconditions of the sociofacts in knowledge maturing

process are fulfilled. Identifying weak (or strong) sociofacts is essential for supporting the maturing process in the organization. Knowledge maturing as a rational capacity holds true for the organization and we believe that when it gets mature through sociofacts it will help to improve the organizational performance.

Thus, using the resource based view of the firm we argue that knowledge matured in the organization is an asset in the form of capacity of the organization. It can be leveraged as the strategic asset of the organization which has the potential to reciprocate its importance in the successful execution of strategy of the organization. In order to evaluate the relationship between knowledge maturing and organizational performance, strategic performance capabilities (Tearcy & Wiersema, 1995) is a useful framework to examine organizational performance linked with knowledge maturing (Haas & Hansen, 2005; Tanriverdi, 2005; Zack *et al.*, 2009). There are three strategic performance capabilities namely Product leadership, Customer intimacy and Operational excellence (for review see Tearcy & Wiersema, 1995). For the purpose of this paper we are focuing only on the customer intimacy as the outcome measure of knowledge maturing. We argue that knowledge matured through sociofacts will be useful in more comprehensive execution of the customer intiamcy (organziaitonal strategy) and its outcome can be anlayed by measuring customer satisfaction and retention.

CONCLUSION:

In this theoretical paper we have focused on sociofacts as harmonizing notion to the process of knwoeldge maturing within the organizations. Sociofacts depict an activity associated goal-oriented set of social actions within a community and are used in knowledge maturing more effectively within the organization. We have propsed that modern IT based communciation tools e.g. emails, blogs etc can be used to expalin the relevant sociofacts on one hand and can further foster the maturity of knowledge on other hand.Inspired from the idea of symbolic interactionism perspective we described the properties of relevnat sociofacts in the form of communication channels in the organization. In order to observe sociofact maturing, which will

be a key challenge in future, we have to monitor them over time. Based on the operationalisation of knowledge maturing as the organizational capability we can evaluate the performance of organization. We are concluding with the open stage for empirical testing of our propsed organizational performance framework embedded in knwoledge maturing through sociofacts.

LIMITATIONS:

1- Because of time constraint this paper is lacking the empirical evidence to support our proposed model

2- Till to date scholarly work on sociofacts analysis and business performance is in its infancy and the scholars are of the view that it is quite difficult to locate the sociofacts (Riss *et al.*, 2010), this paper is also limited to the extent we cannot propose the mechanism to locate sociofacts that are useful in the process of knowledge maturing

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