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**15th European Conference on**  
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**Polytechnic Institute of Santarém**  
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**4-5 September 2014**



**Volume 1**

**Edited by**

**Carla Vivas and Pedro Sequeira**

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15<sup>th</sup> European Conference on  
Knowledge Management**

**ECKM 2014**

**The Santarém School of Management  
and Technology  
Polytechnic Institute of Santarém,  
Santarém, Portugal**

**4-5 September 2014**

**Volume One**

**Edited by  
Dr Carla Vivas and Dr Pedro Sequeira**

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## **Preface**

These proceedings represent the work of researchers presenting at the 15th European Conference on Knowledge Management (ECKM 2014). We are delighted to be hosting ECKM at the The Santarém School of Management and Technology - Polytechnic Institute of Santarém, Portugal on the 4-5 September 2014.

The conference will be opened with a keynote from Nuno Manuel C.F. Guimarães, University Institute of Lisbon, Portugal. The second day will be opened by Rui Lança who is a consultant in the area of Team Coaching and Leadership in Portugal.

ECKM is an established platform for academics concerned with current research and for those from the wider community involved in Knowledge Management, to present their findings and ideas to peers from the KM and associated fields. ECKM is also a valuable opportunity for face to face interaction with colleagues from similar areas of interests. The conference has a well-established history of helping attendees advance their understanding of how people, organisations, regions and even countries generate and exploit knowledge to achieve a competitive advantage, and drive their innovations forward. The range of issues and mix of approaches followed will ensure an interesting two days.

264 abstracts were initially received for this conference. However, the academic rigor of ECKM means that, after the double blind peer review process there are 129 academic papers, 28 PhD research papers, 1 masters research pape, and 3 Work in Progress papers published in these Conference Proceedings.

These papers reflect the continuing interest and diversity in the field of Knowledge Management, and they represent truly global research from some many different countries, including Algeria, Argentina, Australia, Austria, Belgium, Bosnia and Herzegovina, Brasil, Canada, China, Colombia, Czech Republic, Finland, France, Genova, Germany, Hungary, Indonesia, Iran, Israel, Italy, Japan, Jordan, Kazakhstan, Lithuania, Madrid, Mexico, , Morocco, Norway, Oman, Poland, Portugal, Romania, Russia, Russian Federation, Saudi Arabia, Slovakia, South Africa, Spain, Sweden, Switzerland, Thailand, Tunisie, Turkey, Turkish Republic of Northern Cyprus, UK, United Arab Emirates, USA.

We hope that you have an enjoyable conference.

**Dr Carla Vivas and Dr Pedro Sequeira**  
**Co-Conference Chairs**  
**September 2014**

# Conference Committee

## Conference Executive

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## Committee Members

The conference programme committee consists of key individuals from countries around the world working and researching in the Knowledge Management and IS community. The following have confirmed their participation:

Mahmoud Abdelrahman (Manchester Business School, UK); Dr. Mohd Syazwan Abdullah (Universiti Utara Malaysia, Malaysia); Habib Abubakar (African Development Bank Group, Tunisia); Pichamon Adulavidhaya (Bangkok University, Thailand); Dr. Ali Alawneh (Philadelphia University, Jordan); Dr. Abdallah Al-Shawabkeh (University of Greenwich, UK); Prof. Dr. Eckhard Ammann (Reutlingen University, Germany); Alben Antonova (Sofia University, Bulgaria); Dr. Nekane Aramburu (University Of Deusto, San Sebastian, Spain); Dr. Derek Asoh ("Ministry of Government Services, Ontario, Canada); Ass Prof. George Balan (Romanian-German University, Romania); Dr Tabarak Ballal (The University of Reading, UK); Dr. Joan Ballantine (University of Ulster, UK); Dr. Pierre Barbaroux (French Air Force Academy / Research Center of the French Air Force, France); Prof. Dr. Aurelie Aurilla Bechina Arnzten (College University of Bruskerud, Norway); Prof. Julie Béliveau (University of Sherbrooke, Canada); Dr. David Benmahdi (Université Paris 8, France); Ass Prof. Maumita Bhattacharya (Charles Sturt University, Albery, Australia); Prof. Dr. Markus Bick (ESCP Europe Wirtschaftshochschule Berlin, Germany); Heather Bircham-Connolly (University of Waikato, Hamilton, New Zealand); Dr. Claudia Bitencourt (Universidade do Vale do Rio dos Sinos , Brazil); Nicole Bittel (Swiss Distance University of Applied Sciences, Switzerland); Pavel Bogolyubov (Lancaster University Management School, Dpt. of Management Learning and Leadership, UK); Prof. Karsten Böhm (University of Applied Sciences, Kufstein, Austria); Dr. Ettore Bolisani (University of Padua, Vicenza, Italy); Prof. Ionel Bostan (University of Iasi, Faculty of Economics, Romania); Prof. Constantin Bratianu (Academy of Economic Studies, Bucharest, Romania, Romania); Dr. Antonio Juan Briones (Universidad Politécnica de Cartagena, Spain); Prof. Elisabeth Brito (University of Aveiro, ESTGA, Portugal); Dr. Sheryl Buckley (Unisa, South Africa); Dr. Dagmar Caganova (Slovak University of Technology Faculty of Materials Science and Technology, Slovakia); Prof. Leonor Cardoso (University of Coimbra, Portugal); Prof. Sven Carlsson (School of Economics and Management, Lund University, Sweden); Dr. Gabriel Cepeda Carrion (Universidad de Sevilla, Spain); Dr. Juan-Gabriel Cegarra-Navarro (Universidad Politécnica de Cartagena, Spain); Daniele Chauvel (SKEMA Business School , France); Satyadhyan Chicklerur (B V Bhoomaraddi College of Engineering and Technology, Hubli,, India); Ana Maria Correia (Universidade Nova de Lisboa, Portugal); Dr. Bruce Cronin (University of Greenwich Business School, UK); Anikó Csepregi (University of Pannonia, Department of Management, Hungary); Roberta Cuel (University Of Trento – Faculty Of Economics, Italy); Prof Marina Dabic (Nottingham Trent University, UK); Dr. Farhad Daneshgar (University of New South Wales, Australia); Dr. Ben Daniel (University of Saskatchewan, Saskatoon, Canada); Prof. Monica De Carolis (University of Calabria, Italy); Prof. Annunziata De Felice (University of Bari, Italy); Dr. John Deary (Independent Consultant, UK, Italy & Dubai); Dr. Paulette DeGard (The Boeing Company, Seattle, USA); Dr. Izabela Dembinska (University of Szczecin, Poland); Dr. Charles Despres (Conservatoire des Arts et Metiers, Paris, France); Dr. Mihaela Diaconu ("Gheorghe Asachi" Technical University, Romania); Zeta Dooly (Waterford Institute of Technology , Ireland); Dr. Yan Qing Duan (Luton Business School, University of Luton, UK); Nasser Easa (University of Stirling, Scotland, UK); Sally Eaves (Sheffield Hallam University, UK); Prof. John Edwards (Aston Business School, UK); Dr. Anandasivakumar Ekambaram (SINTEF, Norway); Jamal El Den (Charles Darwin University, Australia); Dr. Steve Eldridge (Manchester Business School, , UK); Isaac Enakimio (University of Greenwich/Kent and Medway Health Informatics, USA); Dr. Scott Erickson (Ithaca University, USA); Mercy Escalante (Sao Paulo University, Brazil); Dr. Mansour Esmaeil Zaei (Panjab University, India); Dr Iancu Eugenia (Stefan cel Mare University, Romania); Nima Fallah (University of Strasbourg, France); Dr. Doron Faran (Ort Braude College, Israel); Dr. Péter Fehér (Corvinus University of Budapest, Hungary); Dr. Silvia Florea (Lucian Blaga University of Sibiu, Romania); Dr. Andras Gabor (Budapest University of Economic Sciences and Public Administration, Hungary); Brendan Galbraith (University of Ulster, UK); Ass Prof. Balan George (German-Romanian University, Romania); Elli

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## Biographies

### Conference Co-Chairs

**Dr Carla Vivas** is an Assistant Professor at the School of Management and Technology (Polytechnic Institute of Santarém) where she teaches Management, Operations Management, Logistics and Strategic Management. She has a PhD in Management. Her main research interest areas include: Strategic Management, innovation and internationalization strategies in SMEs.



**Pedro Sequeira** is Director of the Research Unit of the Polytechnic Institute of Santarém; General Secretary of European Network of Sport Science, Education & Employment (ENSEE); Professor at Sport Sciences School of Rio Maior – Polytechnic Institute of Santarém.

### Programme Co-Chairs

**Dr Susana Leal** is Assistant Professor at the Polytechnic Institute of Santarém, Portugal. She has a PhD from University of Coimbra, Portugal, and has articles published in *Journal of Business Ethics*, *The International Journal of Human Resource Management*, and *Creativity Research Journal*. Her research deals with Organizational Behavior and Corporate Social Responsibility



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**Maria Barbas** is a teacher in Polytechnic Institute of Santarém and invited teacher in Universidade Aberta. Coordinates teams in elearning; examiner jury for the defense of monographs; UIIPS member, effective researcher at the Center for Research and Teaching Technology in Training of Trainers (University of Aveiro) and contributing member of the Center for Advanced Studies in Management and Economics (CEFAGE-University of Évora); guest member of editorial writing in International Symposiums and Journals; scholarship Postdoctoral, winner of National and International Awards; executor of copyright registration; participant in the program Lifelong Learning; reviewer in journals and national and international conferences. Guidance of Master, doctoral and post-doctoral theses.

### Keynote Speakers

**Nuno Guimarães** graduated in Electrotechnical Engineering at the Technical University of Lisbon (IST/UTL), Portugal (1983), where he also completed his MSc (1987) and PhD (1992) in Electrotechnical and Computer Engineering. Nuno Guimarães is currently (2014) Full Professor (Professor Catedrático) at ISCTE-IUL -Instituto Universitário de Lisboa, Portugal. From June 2012 to March 2014, he was Pro-Rector for International Issues of ISCTE-IUL and since March 2014 he has been Pro-Rector for Internationalisation and E-Learning of ISCTE-IUL. Nuno has extensive evaluation experience with a number of programmes, including EU Telematics Programme, Education & Training, PRATIC/INETI – National Programme AdI, EU ESPRIT Programme, FCT Programmes, Key Area Multimedia Tools and Applications (KA3), EU IST Programme, POSI-2.2 National Programme, AdI Networks of Excellence and EU FP7 Expert).



**Rui Lança** is a Consultant and Trainer in Coaching, Leadership and Team Coaching for companies from a number of different industries as well as for the University sector. He holds a Postgraduate Diploma in Leadership and People Management from INA and he has an Executive Master degree from the University of Catholic and EGE in Audit Management as well as a Master in Sports Management and a degree in Sports Science, both from FMH – UTL. Rui was a Trainer and Facilitator at the European Council 2002-2008 and is author of several books including 'How to form teams of high performance' and 'Coach to Coach', both in Portuguese. His areas of expertise include Organizational and Team Coaching, Leadership, Facilitation and Team Dynamics, Communication Impact and Interpersonal Relations.



## Mini Track Chairs

**Dr Juan Gabriel Cegarra-Navarro** is associate professor of the Business Administration Department of the Universidad Politécnica de Cartagena (Spain). He has been a visiting professor at the University of Manchester and at the University of Hull in the UK.



**Dr Peter Heisig** is founder and coordinator of the Global Knowledge Research Network including 30+ partners worldwide. He has been working in KM since 1989 and his research interest is around the creation and use of knowledge in organisations and society. After leading the Fraunhofer KM Competence Centre for a decade, he worked with Cambridge University and is currently a Senior Research Fellow at Leeds University Business School.

**Dr. Radwan A. Kharabsheh** is a lecturer in international business and the assistant dean, international affairs at the Hashemite University in Jordan. His research interests include organizational learning, knowledge management and international joint ventures. He is member of ANZIBA and ANZMAC and



the Sydney University Centre for Peace Studies and Conflict Resolution.

**Aino Kianto**, D.Sc. (Econ. & Bus. Adm.) is a Professor at the School of Business at Lappeenranta University of Technology, and the Academic Director of Master's Program in Knowledge Management. Her main research interests are in the areas of knowledge management, intellectual capital and innovation.

**Florinda Matos** PhD Social Sciences, Organizational Behavior Studies, Technical University of Lisbon. Masters Degree in Business Sciences, ISCTE-IUL Business School; Engineering Degree in Agricultural Engineering & Licentiate Degree in Management of Agricultural Business, Polytechnic Institute of Santarém. Lecturer and is a business consultant. Researches Knowledge Management, Intellectual Capital, Business Strategy, Marketing, Organizational Behavior, Innovation and Entrepreneurship. President of ICAA ( Intellectual Capital Accreditation Association) [www.icaa.pt](http://www.icaa.pt)



**Dr Sandra Moffett** Senior Lecturer of Computer Science with University of Ulster's School of Computing and Intelligent Systems, Magee Campus. Core member of Business and Management Research Institute. Expertise on Knowledge Management contributes to her being one of UK leading authors in this field. Received a number of research awards and citations for her work. External funding has enabled Dr Moffett to undertake extensive quantitative/qualitative research to benchmark KM implementation within UK companies.

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## Biographies of Presenting Authors

**Rute Abreu** is an Accounting and Finance Professor at the Instituto Politécnico da Guarda, Portugal. She received her PhD Degree in Accounting and Finance from the Universidad de Salamanca, Spain (2009). She researches on social responsibility, accounting and finance. She publishes several papers and participates, all over the world, frequently in conferences and meetings.

**Rigel Adiratna**, graduated from Faculty of Humanities, Bina Nusantara University, Jakarta, majored in Psychology. In 2014, she attended 2 months Overseas Studies Program (English literature) at Oxford. Working experience: Intern at Indonesian Child Protection Commission, Talent Development officer (intern) at United Tractors, and Therapist at Yayasan Baik, Indonesia.

**Ghosia Ahmed** is a PhD student in the School of Business and Economics at Loughborough University. Her research draws attention to the largely unexplored area of 'knowledge security' to explore whether a conflict exists between knowledge sharing and information security practices, and, the subsequent implications of this on knowledge sharing.

**Kamla Ali Al-Busaidi** is an Associate Professor of Information Systems at Sultan Qaboos University in Oman. She received her Ph.D. in Management Information Systems from Claremont Graduate University in California. Her research interests include knowledge management systems and learning management systems. She has published articles in several international conference proceedings, book chapters, and journals.

**Asma Al-Harthy** is a student at the college of economics and Political Science at Sultan Qaboos University in Oman. She majored in finance with a minor in information systems. Her research interests include the utilization of information technologies to improve decision making in the finance field.

**Ghitha Al-Kalbani** is a student at the college of Economics and Political Sciences at Sultan Qaboos University in Oman. She majored in information systems. Her research interests include knowledge management, social learning and social intelligence.

**Xiaomi An**, is a professor of records and knowledge management at School of Information Resources Management, Renmin University of China (RUC). She is leader of Knowledge Management Team at Key Laboratory of Data Engineering and Knowledge Engineering, Ministry of Education at RUC. She has chaired 30 projects, published 16 books and 195 academic papers.

**Roberta Antonelli** is PhD student at University of Cassino and Southern Lazio.

**Ivett María Aportela Rodríguez** Bachelor's Degree in Library and Information Science and Master's Degree in Communication from the Universidad de la Habana (Cuba). Now she is Assistant Professor and Doctoral candidate in the Library and Information Science Department at Universidad Carlos III de Madrid (Spain). She worked as an information specialist and manager at an Information Consultancy in Cuba.

**Nekane Aramburu** is PhD in Economics and Business Administration and Director of the Strategy and Information Systems department in Deusto Business School (University of Deusto, Spain), where she is also the Academic Director of the Advanced Health Management Programme. Her research is focused on the fields of: Strategic Management, Knowledge Management, Organizational Learning, and Innovation.

**Pierre-Emmanuel Arduin** is a postdoctoral researcher funded by the Laboratory of Excellence Control of Technological Systems of Systems (Labex MS2T), he is also lecturer at Paris-Dauphine University, KM and IT consultant within several large companies. He studied Psychology, Computer Science and Management, and now focuses on Knowledge Management, linking knowledge with individual interpretation processes.

**Zenona Atkočiūnienė** Academic degree - Prof. Dr. (HP) (Communication and Information Science) Employment - Communication faculty of Vilnius University. Position - Head of the Information and communication Institute Research interests – Knowledge management ; Creative industries ; Creativity and Innovation; Knowledge management practices from a cross-cultural perspective; Science communication.

**Urszula Bakowska-Morawska**, born: 26.09.1976; place: Kalisz Town, Poland; scientific discipline: management science; workplace: Wrocław University of Economics; position: Associate Professor since 2006; number of publications: 40, in this book: 1; research in the field: strategic management in tourism sector, aspect cooperation in tourism, supply chain in tourism problems, non-work interests: travel, healthy life.

**Shahnaz Bashir** is a Doctoral researcher in the School of Computing, University of the West of Scotland, UK. She obtained M.Ed in Teaching and Learned Higher education and Curriculum Development from AIOU Islamabad, B.Ed from university of Peshawar, MA Urdu from University of Peshawar, Diploma in Computer from Khan Academy and Certificate in teaching (CT) from AIOU Islamabad. Her research interests include Societal Culture, Knowledge Management, Knowledge Sharing and Virtual Communities. Her contributions to computing school conferences, seminars and publishes in school journals.

**Fabio Ferreira Batista, PhD** is a Senior Researcher at Institute of Applied Economic Research (Ipea) and professor of Knowledge Management at Catholic University in Brasília, Brazil. He is the author of the book Knowledge Management Framework for Brazilian Public Administration (2012) and has conducted research about KM in the public sector in Brazil since 2003.

**Denise Bedford** is currently the Goodyear Professor of Knowledge Management at Kent State University and is adjunct faculty at Georgetown University's Communication Culture and Technology program. She teaches a range of courses in knowledge management and enterprise architecture. Her current research interests include communities of practice, use of semantic analysis methods and technologies, knowledge economy, knowledge cities, intellectual capital and communities of practice.

**Iskhar belkacem**, has a *General Education Diplomain* electric engineering. Engineer in computer sciences, option: advanced information systems. Master's degree in computer sciences, option: knowledge and information systems. PhD student at high school on computer sciences, Algiers, Algeria. Computer teacher at preparatory school on economic and commercial sciences and management sciences, Constantine, Algeria. "Learning processus design from enterprise's business", STIC 2011 conference Tébessa, Algeria. "The Capitalization of Enterprises' Business in an E-learning Context," ICELW 2011, New York.

**Nicole Bittel** holds a master of arts from the University of Zurich in pedagogy with a thesis on storytelling. Currently she is a research associate at FFHS, where she is project leader in e-Collaboration, focusing on applying storytelling to learning and knowledge management.

**Madeleine Block**, PhD is a lecturer at the Faculty of Sociology at the Saint-Petersburg State University in Russia. Her main field of interest is knowledge management; her current research is related to the issues of understanding, evaluating and optimising knowledge sharing within organisations.

**Pavel Bogolyubov** is a Management and Business Development Fellow at Lancaster University Management School, UK. He gained his first degree in Physics at Herzen University in St. Petersburg, Russia, and an MBA from Bradford School of Management, UK. Prior to returning to academia, he spent ten years working in various Continuous Improvement roles in FMCG multinationals across Europe. His research interests are centred around "softer" aspects of Web 2.0 and its role in KM.

**Ettore Bolisani** is Associate Professor at the University of Padua. He was Research Associate at Manchester University, visiting scholar at Coventry University, visiting lecturer at Kaunas Technological University. He authored papers on communities of practice, knowledge protection, KIBS, knowledge measurement. He was Chair of ECKM 2009. He is first president of the International Association for Knowledge Management, and co-editor (with Meliha Handzic) of the Book Series on "Knowledge Management and Organisational Learning" (Springer).

**Matteo Bonifacio** is Assistant Professor in Organizational Sciences and Research and Innovation Policy at the University of Trento. He was a member of the group of Policy Advisers to the President of the European Commission (BEPA) on research, higher education and innovation where he co-authored the EC report on Social Innovation

**Elisabeth Brito** Doctorate in Psychology (area of expertise in Organizational Psychology). Professor at the Águeda Higher School of Technology and Management, University of Aveiro, also coordinating the degree of Quality Management. Knowledge management, quality management services and client satisfaction are her main research interests. Author of various book chapters and scientific papers.

**Sheryl Buckley** is an Associate Professor in the School of Computing at the University of South Africa. Her interests are Information Science, e-learning, business intelligence and communities of practice. She is committee member of a number of international and local organizations and an active peer reviewer. I have presented and published papers locally and internationally.

**Barry Byrne** is a serving officer in the Irish Defence Forces. He is also an adjunct assistant professor in the Computer Science Department of Trinity College Dublin. Barry is leading an enterprise-wide project developing policies, procedures and technological solutions to improve Knowledge Management. Barry presented at ECKM 2013 and is delighted to be back this year.

**Maria Do Rosario Cabrita** holds a PhD and is Assistant Professor and researcher at the Universidade Nova de Lisboa, Portugal, and teaches at the Portuguese Banking Management School in Lisbon. She has several years of experience in executive positions in international banks. Her current field of research is focused on intellectual capital, knowledge management and measuring intangibles.

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# Learned Helplessness of Prisoners: Psychology and Knowledge Management Perspective

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**Abstract:** The author posits that knowledge creation and management nowadays do not occur in prisons in Indonesia since the existence of learned helplessness phenomena among its prisoners. This study contributes by identifying predictor variables of prisoner's learned helplessness. The design of this research is quantitative-predictive correlational design. This research hypothesized that social rejection and three types of neurotic personality orientations (moving away from people, moving against people, and moving toward people) are able to predict learned helplessness of prisoners. As it is known in the literature of Knowledge Management, learned helplessness lessens one's effort to understand complex issues. In addition, prospective approach to knowledge management suggests that learned helplessness should be transformed into learned optimism. The participants of this research were 163 inmates from Cipinang IA Penitentiary Institution and Pondok Bambu IIA Prison in DKI Jakarta, the capital of Indonesia. The measurement tools of this study were adapted and developed from Rejection Sensitivity Questionnaire, Karen Horney's Three Orientations, and Learned Helplessness Scales. Multiple linear regression analyses showed that social rejection and the tendency of "moving toward" are not able to predict learned helplessness. The tendency of "moving away" and of "moving against" are able to predict learned helplessness in the negative ways. All results of this research will be discussed by employing relevant psychological theories and knowledge management perspective. The implication of result of this research toward efforts in facilitating learning as well as knowledge creation and management of prisoners in prison is proposed in the Discussion section of this article. The authors are of the position that if all these things are well facilitated, the prisoners will be a valuable social capital for Indonesia.

**Keywords:** learned helplessness, knowledge management, psychology

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## 1. Introduction

Prisons in Indonesia are always fascinating to study, mostly because prisons are miniature representatives of social issues in Indonesia (Larasati n.d). In prisons, we find oppression of minorities, corruption, drugs and orgy, institutional reformation, conflict transformation, deradicalization of convicted terrorist, and others. Therefore, the author assumes that (1) solving the issues in Indonesian prisons will contribute enormously to settlement of social problems in Indonesia, (2) social and psychological capital—including knowledge—findings in Indonesian prisons are crucial for the settlement of social issues in Indonesia.

It is a fact that crimes and modus operandi of criminals move faster and more sophisticated compared to law enforcement by its officers (Fajar Online 2011; Purnomo 2013). Based on this issue, the author argues that knowledge of inmates must be appreciated, meaning that their knowledge must be viewed as significant in the context of crime prevention and eradication. Unfortunately, convicts are usually positioned as a social entity that must firstly be intervened, treated, educated, transformed (as object), and not, before all else, to be understood and respected for their knowledge (as subject, both as an individual or a group).

Prisoners have their own logic (Sarwono 2013) which may be different from the logic of non-prisoners. Utilization of prisoner's knowledge is not taboo. Sarwono (2012 p. 58) described his activities in studying terrorists:

*"We are successful in engaging the ikhwan (Islamic terminology for brother) in discussion regarding their believe and action, although at the beginning of the discussion they refuse ... (Discussion) is effective strategically and tactically (for example, with regard to killing people that do not attack Islam, killing women and children, or with regard to their decision on whether Java and Bali can be regarded as jihad area)."*

If we look back to the history of Indonesia, knowledge creation and exchange in prisons are a typical experience of the founding fathers of Indonesia—Soekarno, Hatta, and Syahrir—during the colonial era. Prisons bring about creative, productive, transformative experience, which facilitate those individuals to a deeper understanding of the "truth" that they have fought for (Laksana 2013). In prison, they read books and perform knowledge exchange through meaningful social relation.

Maruna (2011) emphasized two basic issues regarding how psychology should relate to prisoners. He states that psychologists need to see transformation opportunities of personality, cognitive ability, and other issues with regard to prisoners. The strength of prisoners must also be given proper attention in addition to their weaknesses. If prisoners are viewed as a deviance or pathology, psychologists must be careful not to fall on the trap of individualization or attribute the cause of the deviance or pathology solely on the personality of the individual. Psychologists should consider that deviance has social loci, namely social contexts, power dynamics, and interpersonal situations. Those thoughts indicate that knowledge exchange can also be conditioned in social interactions.

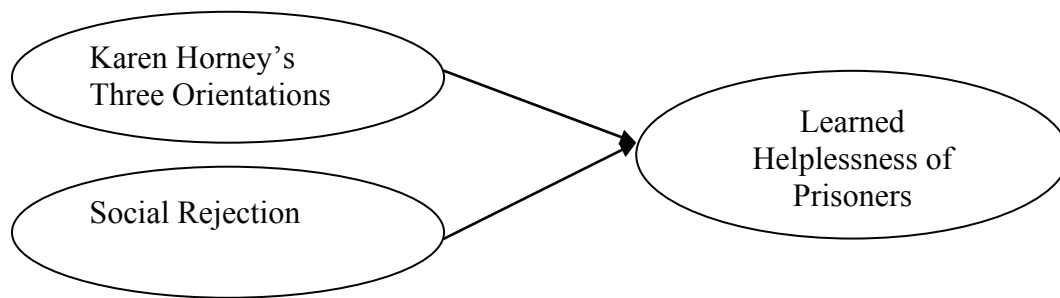
However, inmates are often only seen as objects. Prisoners are often considered as the enemy by society, as part of the out-group-low-status opponents; hence they are treated offensively, or—in a more passive way—they get humiliation or exclusion (Fiske, Harris and Cuddy 2004). Even when they are out of the prison, ex-prisoners face many issues when reintegrated into society, such as unemployment, homelessness, and legal obstacles to accessing public services, which lead to recidivism (Wheeler and Patterson 2008). Wheeler and Patterson propose that in reducing recidivism, it is vital to perform coordinated community services for prisoners that have already been stigmatized by society. However, this service should be a continuum since prisoners are in prison. According to the author, the main purpose, among others, is to decrease learned helplessness experienced by prisoners even since they are in prison.

Knowledge creation and management nowadays do not occur in prison in Indonesia since the existence of learned helplessness phenomenon among its prisoners. Learned helplessness reduces one's effort to understand complex issues (Schwartz and Te'eni 2010). Learned helplessness is described as one's personal belief that he/she is not able to do anything to increase his/her performance, and as the consequence, he/she does not desire to achieve any reward or to avoid punishment (Lieder, Goodman and Huys 2013; Reivich, Gilham, Chaplin and Seligman 2005). Schill and Marcus (1998) explain that learned helplessness is influenced by attribution style. The psychological process is as following: imprisonment creates one's sense of losing personal control of him/herself and his/her actions. If individuals want to exert more control, for example by questioning orders and debating with prison officers, they will lose more of their rights and limited facilities. In such chronic situation, inmates will be conditioned to belief that the negative events that happened are caused by internal, stable, and global reasons. In other words, inmates adopt and developed helpless attribution style or pessimistic explanatory style.

Lieder et al (2013) also show that learned helplessness can be generalized—because it is assumed as a learning process—or creates depression in other new situation. The knowledge management perspective suggests that learned helplessness should be transformed into learned optimism (Thatchenkery and Chowdhry 2007).

The author assumes that differences in personality and social factors obtained throughout life (since childhood) influenced the degree of their learned helplessness for every (ex-) prisoner. The author chooses Karen Horney's Three Orientations (moving against people, moving away from people, and moving toward people) as well as social rejection as the predictors (Figure 1).

Karen Horney's Three Orientations variable is chosen because its psychoanalysis concept speaks about defence that people create to deal with their basic anxiety (Coolidge, Segal, Benight and Danielian, 2004; Walborn 2014) —a sense of hopelessness that is primitive in a hostile world. This "hostile world" is actually a projection of the child's inner world. This inner world is the result of experience in facing the environment and parenting that is severely and chronically maladaptive. The child wanted to fight the parents, but he/she is also dependent on them; hence his/her sense of resistance is repressed. In psychoanalysis, this results in a reaction formation where the child becomes excessively affectionate towards the parents, but, on the other hand, sees the world as hostile. Furthermore, growing up, this individual developed an "idealized (not real) self" rooted in a neurotic necessity for affection and admiration—by performing what is assumed as expected by the parents—but never felt satisfied or contented. Walborn (2014) in his analysis added that the same anxiety does not result only from experience of interacting with the parents, but also through interacting with capitalistic world which solely appreciate people based on their material possession and physical appearance, not by who they are. In the struggle to achieve the idealized self, people use three defensive strategies, namely (1) moving towards people (compliant trend), (2) moving against people (aggressive trend), and (3) moving away from people (detached trend). Horney argues that neurotic adults experience fixation on one of those three orientations, however, healthy adults have the flexibility to move between those three.



**Figure 1:** The hypothetical model

Social rejection in this study is measured based on subjective sensitivity. The construct being measured is social rejection sensitivity. Rejection sensitivity is a disposition to defensively (anxiously or angrily) expect, readily perceive (even when events are ambiguous), and overreact (e.g., aggressing against or withdrawing from others) to rejection (Wang, McDonald, Rubin and Laursen 2012; Wang and Nesdale 2012). Sensitivity to rejection and continuous overreaction is a part of the natural learning process. High level of sensitivity is a result of initial rejection and prolonged experiences of caregivers and significant others (Kross et al 2007).

Watson and Nesdale (2012) found that rejection sensitivity correlate negatively with (1) confidence in building and maintaining meaningful social relation, and (2) perceived efficacy in controlling social situation. In addition, they also speculate that individuals with high rejection sensitivity will assume that their failure in social relation is due mostly by the immutable negative characteristics of their personalities. This further strengthens the feeling of the individuals regarding their social incapability and fruitlessness. However, Watson and Nesdale states that the speculation requires further investigation. The author observed that the latter symptom is compatible with helpless attribution style described previously above, which is experienced by prisoners or ex-prisoners.

This study will first test the predictive hypotheses as described above, and will further provide discussion regarding the implication of the empirical findings on knowledge sharing in prisons.

## 2. Methods

This study used the design of quantitative, predictive correlational research, with data analysis technique in the form of multiple linear regression analyses. The predictor variables are Karen Horney's Three Orientations and social rejection sensitivity, and the criterion variable is learned helplessness. Participants of this study were inmates of Cipinang IA Correctional Facility and Pondok Bambu Class IIA Prison, in Jakarta, Indonesia, both new inmates (inmates serving their first prison sentence) and recidivist inmates (inmates with two or more prison sentence). The number of participants is 163 consisting of 64 men, 99 women (Mean of age = 33.14 years old; Standard deviation of age = 8.48 years old). Participants were taken using convenience sampling technique, and they were asked to fill the questionnaire in Indonesian.

The instrument for measuring learned helplessness is adapted and developed from Learned Helplessness Scale (LHS) constructed by Quinless and Nelson (1988). This instrument initially has 20 items categorized into five dimensions. The first dimension is Internality-Externality, with sample scale items: (1) When I do not succeed at a task, I find myself blaming my own stupidity for my failure, (2) If I complete a task successfully; it is probably because I became lucky. The second dimension is Globality-Specific, with sample scale items: (1) I am unsuccessful at most tasks I try, (2) I do not have the ability to solve most of life's problems. The third dimension is Stability-Instability, with sample scale items: (1) When I do not succeed at a task, I do not attempt any similar tasks because I feel that I will fail them also, (2) I do not try a new task if I have failed similar tasks in the past. The fourth dimension is Ability-Inability to Control, with item: (1) No matter how much energy I put into a task, I feel I have no control over the outcome, (2) I feel that I have little control over the outcomes of my work. The fifth dimension is Individual's Choice of Situation, with items: (1) I do not accept a task that I do not think I will succeed in, (2) I do not place myself in situations in which I cannot. LHS has response options from *Strongly Disagree* (score of 1) to *Strongly Agree* (score of 6). The higher the total score of the participants in this scale shows a higher learned helplessness. The results of reliability and validity test on 90 participants (for instrument tryout) indicate that LHS is reliable with an internal consistency index (Cronbach's Alpha) of 0.833 with corrected item-total correlations ranged from 0.377 to 0.701 after dismissing 10 items.

The instrument for measuring Karen Horney's Three Orientations is adapted and developed from Karen Horney's Social Movement assessment instrument constructed by Wheeler (1991). This instrument consists of 108 items categorized into three dimensions. The first dimension is Aggression (moving against people), with sample scale items: (1) When people talk about me and say things I do not like, I have a tendency to become angry and say things back about them, (2) If I see someone I dislike approaching me from a distance, I have a tendency to meet him or her ready to argue or show my dislike. The second dimension is Avoidance-Passiveness (moving away from people), with sample scale items: (1) When a discussion turns into an argument, I have a tendency to withdraw from the conversation, and (2) When my roommate repeatedly eats food of mine that I had been saving especially for myself, I have a tendency to avoid the person and the situation. The third dimension is Compliance (moving toward people), with sample scale items: (1) When someone embarrasses me by spilling something on me, I have a tendency to tell them it is OK and accept and apology, (2) When people tell me things about me that I do not want to hear, I have a tendency to listen to what they are saying and see how I can change what they do not like about me. This scale has response options from *Never* (score of 1) to *Always* (score of 6). The higher the total score of the participants in each of the three sub-scales (aggression, avoidance-passiveness, compliance) shows an increasing level of neurotic trend by the participants on the related scale. The reliability and validity test results show that this instrument is reliable with an internal consistency index for aggression, avoidance, and compliance, respectively of 0.912, 0.917, and 0.908. The corrected item-total correlations ranged from 0.250 to 0.732 for aggression (after dismissing 2 items), 0.320 to 0.616 for avoidance (after dismissing 2 items), and 0.254 to 0.682 for compliance (after dismissing 7 items).

The instrument for measuring social rejection is adapted and developed from Rejection Sensitivity Questionnaire (RSQ) constructed by Downey and Feldman (1996). There are 18 situations to which that participants must respond. The sample of situations are as follow: (1) You approach a close friend to talk after doing or saying something that seriously upset him/her, (2) You call your boyfriend/girlfriend after a bitter argument and tell him/her you want to see him/her, (3) You ask a friend if you can borrow something of his/hers, (4) You ask a friend to do you a big favor, (5) You ask your spouse if he/she truly loves you. The RSQ instruction is as following: "Each of the items describes things one sometimes asks of other people. Please imagine that you are in each situation. You will be asked to answer the following questions: (a) How concerned or anxious would you be about how the other person would respond? (b) How do you think the other person would be likely to respond?" The response options for (a) are from *Very Unconcerned* (score of 1) to *Very Concerned* (score of 6). The response options for (b) are from *Very Unlikely* (score of 1) to *Very Likely* (score of 6). Scoring on participants' responses follows the Downey and Feldman's manual (1996). The reliability and validity test results indicate that LHS is reliable with an internal consistency index of 0.834 with a corrected item-total correlations ranged from 0.259 to 0.654 without any item being dismissed.

### 3. Result and discussion

Multiple linear regression analysis indicates coefficients of determination ( $R^2$ ) value and beta coefficients ( $\beta$ ) as shown in Table 1.

**Table 1:** Coefficients of determination and beta coefficients in the predictive model with Learned Helplessness as the criterion variable ( $n = 163$ )

| Model | Predictors  | F                                   | R <sup>2</sup>                      | $\beta$  |
|-------|---|-------------------------------------|-------------------------------------|--|
| 1     | Social Rejection Sensitivity & Orientation of Moving Away from People | $F(2, 162) = 6.652; p = 0.002^{**}$ | 0.077                               | $\beta_{\text{rejection sensitivity}} = -0.061; p = 0.427$<br>$\beta_{\text{moving away}} = -0.266; p = 0.001^{**}$    |
| 2     | Social Rejection Sensitivity & Orientation of Moving Against People   | $F(2, 162) = 6.344; p = 0.002^{**}$ | 0.073                               | $\beta_{\text{rejection sensitivity}} = -0.056; p = 0.467$<br>$\beta_{\text{moving against}} = -0.260; p = 0.001^{**}$ |
| 3     | Social Rejection Sensitivity & Orientation of Moving Toward People    | $F(2, 162) = 0.560; p = 0.572$      | Irrelevant since ANOVA's $p > 0.05$ |  |

Note: \*  $p < 0.05$

\*\*  $p < 0.01$



Based on the table, it appears that Social Rejection Sensitivity consistently indicates its inability in predicting Learned Helplessness of inmates. Orientation of Moving Toward is also unable to predict Learned Helplessness. However, both Moving Away and Moving Against Orientations indicate predictive correlations in negative directions with learned helplessness.

Inability of Social Rejection Sensitivity (SRS) in predicting Learned Helplessness ( $p > 0.05$ ) is allegedly due to the nature of the consequences of having attributes of SRS by individuals, namely negative and positive; thus the correlated scores might diminish each other. On one hand, SRS has negative consequences as proved in the previous studies. This is because SRS is associated with actual rejection (self-fulfilling prophecy phenomenon), depression, loneliness, social withdrawal, jealous in partnerships, low self-efficacy, relationship dissatisfaction and breakdown, and doubt or unwillingness to take social risks (Addis 2012; Wang et al, 2012; Watson and Nesdale 2012; Zimmer-Gembeck and Nesdale 2012). Individuals' social cognitions, feelings, and interpersonal behaviors such as these indeed lead to helplessness. However, there are evidence that positive consequences of social rejection. Kim, Vincent, and Goncalo (2012) states that experience of social rejection can stimulate creativity. Creativity is a psychological resource which is precisely the opposite of learned helplessness. However, creativity in this context only emerged on individuals with independent self-concept. The psychological mechanism is as following: Social rejection interacts with independent self-concept and this interaction strengthens individuals' desire to further differentiate themselves from others through moderating variables need for uniqueness. This cognition will in turn lead to more creative effects. Subsequent researchers are advised to measure independent vs. interdependent self-concept in order to obtain a complete picture regarding the relationship between SRS and Learned Helplessness.

Negative correlation between Orientation of Moving against People with Learned Helplessness ( $\beta = -0.260$ ;  $p < 0.01$ ) can be understood because individuals with the orientation have needs to control or exploit other people, to express powerfulness and do not like to display personal weakness; in other word, individuals with this orientation is highly competitive (Shatz 2004). Such characteristic is the opposite of helplessness characteristic, namely the inability of individuals to respond or to control over people or the surrounding situation.

Negative correlation between Orientation of Moving away from People with Learned Helplessness ( $\beta = -0.266$ ;  $p < 0.01$ ) can also be understood because individuals with the orientation have characteristics such as independence, uphold the need for privacy and self-satisfaction as well as self-sufficiency (Shatz 2004; Wheeler 1991). Prisoners with independent characteristics are not relying on the surrounding communities. They often build their own world and put a high value on freedom as well as avoiding social commitments because their biggest fear is if they need other people. Because this independent nature is more concern with self-privacy than the social, then in this study, prisoners with the tendency of moving away tend to not be affected with the negative stigmatization developing in the society; thus the prisoners do not experience learned helplessness, in fact they even can propose their own creation to the world.

Inability of Orientation of Moving toward People in predicting Learned Helplessness is allegedly due to today's society becoming increasingly unpredictable. It is well known that individuals with orientation of Moving toward People have a high necessity to be loved, protected, excused, and not be neglected (Walborn 2014). The need is actually based on their inability to love themselves. They "purchase" the fulfilment of these needs with various tradeoffs, compliance and loyalty. Simultaneously, the author observed that Indonesian society is becoming an unpredictable society, similar to what is described by Stenersen (2011 p. 106) regarding Argentinean society:

*"A society without normative coherence ... will generate an insecure, disorderly and unpredictable society because the citizens live in an unpredictable state, where they never know what to expect."*

Indication of the unpredictability of Indonesian society at the macro level in the justice system is the parole of Schapelle Leigh Corby, an Australian citizen convicted of smuggling 4.2 kg of marijuana to Indonesia, a policy made by Indonesia's President (Fasabeni 2014). The following statement of Member of Indonesian People's Representative Council exemplifies the issue:

*“There is a contradiction when National Narcotics Agency (BNN) efforts of eradicating drugs are different with the policy of the President. Thus, it seems like BNN is tightening, while the President is loosening it” (Fasabeni 2014).*

As a derivative of such a state in the society, prisoners with Orientation of Moving Toward may encounter some part of the society that can reduce their feeling of isolation as well as provide affection and approval to them. However, it is also possible for them to encounter other part of the society that does not satisfy their needs of dependency as well as ignore their self-depreciation actions. In the context of knowledge creation, sharing, and management among prisoners, Karen Horney's Orientation of Moving against People and Moving Away from People are no longer adequate seen as merely pathological neurotic/defensive personality trends. Rather it requires a combination with positive psychology (e.g. El-Den 2012; Thatchenkery and Chowdhry 2007) in viewing those orientations as knowledge enablers which give power to flow and optimal experience to occur in prisoners.

What is intriguing is that current neurotic orientations can no longer be attributed as merely abnormal or deviant attributes of individuals. This is due to the neoliberal culture of the country (this also includes Indonesia) has created fantasy regarding an ideal self which demand an all-out pursuit (Greco and Stenner 2013). Such fantasies alienate individuals from their authentic needs, feelings and wishes as well as raise neurosis and defensive behaviors. Thus, Karen Horney's Orientations is an inevitable byproduct from a massive culture. Along with that fact, it cannot be denied that these orientations, in their “normal” (not desperate, not exaggerated, and not compulsive) level, are actually healthy rather than pathological orientations. For example, an individual with Orientation of Moving against People to some extent means that they are survivors in a competitive society (IVCC 2010), not aggressors. Individuals with Orientation of Moving Away from People to that extent means they are autonomous, have self-pride as well as serene personality (IVCC 2010), not individuals detached from social reality. Positive psychology here is instrumental in showing that humans need to be optimistic that they have the capacity to consciously shift the level of each orientation, and to not be rigidly fixated on one orientation. Only then learned helplessness will be reduced and unlearned, which then change into learned optimism, and provide a chance for the growth of knowledge sharing among prisoners.

#### **4. Conclusion**

This study concludes that two of Karen Horney's Orientations, namely Moving against People and Moving away from People, are able to inversely predict learned helplessness. Thus, for productive knowledge creation and sharing to occur in prisons in the context of pursuing the ideals towards a healthy nation, in addition to appreciating their knowledge, learned helplessness must be reduced. It can be done through social intervention by making the surroundings as buffers so that both orientations can be at their optimal—not necessarily maximal—level as well as be used interchangeably by (ex-) prisoners. The dynamics extend the study of Sullivan (1993) stating that learned helplessness impedes *will to meaning*. In fact, will to meaning has social impact that would make the prisoners do not hesitate to produce knowledge in order to participate in crime prevention and control. Learned helplessness is also known to create the “missing opportunities for knowledge transfer and behaviour” (Napier 2005 p. 623). Will to meaning will increase the possibility of utilization of prisoners' knowledge as unique resources that are difficult to obtain with other methods outside of prisons (Venzin et al. 1998). Because there is no single owner of prisoners knowledge (Venzin et al. 1998), social capital will also be accumulated from prisoners willing to share that knowledge. Through the transformation from tacit to explicit knowledge that is free from learned helplessness, the prisoners provide input regarding crime prevention through their logical understanding of general or particular criminal act, understanding of police and justice system, understanding of prison management and inmate rehabilitation system, understanding of forensic system weaknesses in Indonesia, public policy related to criminality and criminals, understanding of phenomenology and social cognition of terrorists and corruptors, and so on, which in essence is to contribute to the creation of a safer, more equitable, and more peaceful society.

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