Table 5: Analytical categories vis-à-vis empirical evidence

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| **Analytical Category** | **Recurring events or actions** | **Theory** | **1st phase** | **2nd phase** | **3rd phase** |
| **Mundane knowledge** | Technical knowledge concerning slaughter; management of knowledge of production and distribution; training. | x | x | x | x |
| **Religious knowledge** | Issues addressed by Islamic centers or sheiks; spiritual preparation; control of the supervisor and the Islamic Center; coexistence of non-Muslims with the Muslim religion. | x | x | x | x |
| **Trust** | Good faith that Islamic principles are being followed; distant partnerships; expectations about the activities of the partner. | x | x | x | x |
| **Social interactions** | Interaction of Muslims with non-Muslims; out-of-hours interaction; friendships. | x | x | x | x |
| **Respect** | Presence of sites geared to Muslims; permission to perform Islamic rites without differentiation or discrimination; requirements of the Muslim religion. | x | x | x | x |
| **Solicitous** | Muslims aiding newcomers; helping in the process of teaching and learning; being open to technical or religious questions. | x | x | x | x |
| **Support from institutions** | Interdependence of the network; support from the government agency; support from associations; support from certifiers. | x | x | x | N/O |
| **Collective** | Mutual aid; putting the collective above the individual in production; commitment in line with Islamic precepts, even if the interest of non-Muslims tends to concern business. | x | x | x | x |
| **Common identity** | Belonging to the group of Muslims; belonging to the network group. | x | N/O | x | x |
| **Innovation in products/processes** | Learning processes that enable the enhancement of specific skills for innovation. | x | x | x | x |
| **Barriers to innovation** | Obstacles to innovation due to the rigid rules of the Qur'an. | x | N/O | N/O | N/O |

Note: N/O = non-observed.

Source: Prepared by the authors.