



Curriculum: Med. Dolores Sanchez Bengoa, Spanish

- Lecturer on Cross-cultural Management and Knowledge Management Transfer at the Universities of Applied Science in Vorarlberg and in Liechtenstein
- Independent Inter-cultural consultant
- PhD Researcher in the area of Knowledge Transfer between Eastern and Western European Strategic Alliances



Research interest

- Investigating new methodologies, tools, activities that increase the understanding of cross-cultural human interaction to facilitate knowledge management transfer



Knowledge Transfer Barriers

- Lack of time
- Lack of trust and care
- Human resources
- Lack of cultural awareness
- Knowledge as a source of power
- Lack of motivation
- Forced learning
- Learning by imitation
- Language problems
- Learning methods
- Structuralistic behaviour



Reasons for these barriers

- The attitudes and behaviour of the knowledge transmitter
- The attitudes and behaviour of the knowledge receiver
- A lack of shared understanding of the content by transmitter and receiver



Chain of cultural understanding

- Cultural + Observation -----> Action
dimension reflexion
understanding why?



Russian Case Study: Methodology

- Phenomenology
- Data collection: 7 In-depth interviews, (5 in the educational sector and 2 practitioners), duration (1-1.5 hours). Indirect Observation and field trip notes
- Data analysis: Content analysis
- Research Objectives:
 - To identify the problems that trans-national managers faced when transferring knowledge.
 - To discuss the concept of structuralism
 - To investigate factors and methodologies to improve the transfer



New Attitudes and Methodologies for learning I

- Knowledge related **versus** Alienation of Knowledge
- Security and support **versus** destructive criticism
- Reciprocal learning **versus** Structuralistic behaviour
- Understanding generation gap **versus** undifferentiated methods



New attitudes and Methodologies for learning II

- Knowledge sharing **versus** withholding knowledge
- Cultural awareness **versus** cultural blindness
- Open emotions **versus** constrained emotions
- Adapted methodologies **versus** standard methodologies



Related knowledge versus alienation

- „If the concept is overly sophisticated and it doesn't fit for Russian reality you immediately loose them“
- “for example, a lecturer from Canada will explain to you, discuss with you a lot about Canada and maybe he is not aware what is happening in our country, in Russia, so for us, it's like this man from Canada doesn't know anything about us, it's like, he knows a lot about his own country but for us it's just useless”.



Reciprocal Learning versus Structuralism

- „you see middle aged western managers coming here with their superiority showing all the background they have saying I'm a graduate of such and such School of Management, very self-centred, sure they bring the light of wisdom. No member of the Russian team will feel happy in the presence of this people. Who likes to listen that you are still living in the stone age, which is not true”



Open emotions versus constrained emotions

- “well, emotions are connected with interest and enthusiasm. To pay more attention it depends on interest, and how you build interest is connected with emotions. If we could share emotions with our partners then we could learn more“.
- „Emotions helped us to solve a lot of problems in the past. Emotions bring impulse to real life and then can change something“.



Conclusion

- Time for preparation (understanding cultural dimensions, reflection, action) will improve the relationship and facilitate the learning process
- New methodologies: Theory applied to Russian reality, using emotions, train the trainers and differentiate between generations
- Western teaching attitudes need to change